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STUDENT SERVICES

Issues, Problems, Opportunities

A Compendium of Papers by
Student Services Officers of
The University of North Carolina

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PREFACE

As a former student services administrator, I especially appreciate this compendium of papers concerning the role, problems, and opportunities of student services. It reflects a professional effort on the part of The University of North Carolina chief student affairs officers and their staffs to define, develop, and improve in a continuing way their areas of responsibility in support of the academic mission of the constituent institutions.

William Friday
President
The University of North Carolina

Chapel Hill
April 1980

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INDRODUCTION

by

Cleon F. Thompson, Jr.*

In 1972 The University of North Carolina Board of Governors delegated to the Board of Trustees of each of the 16 public senior institutions of higher education the basic responsibility for determining the type, level, and extent of student services. Such services may include admissions, registration and records, counseling and testing, career planning and placement, health and medical care, residence life and housing, food dispensation, student government, cultural and social programming, student unions, financial aid, and other functions. Even though the determination of and responsibility for student services lie with the constituent institutions, the President of The University, through his Vice President for Student Services and Special Programs, provides support, coordination of effort, and assistance in areas of common concern and need to the Chancellors and the chief student services officers in all the institutions.

The Vice President's coordination role includes convening the chief student affairs officers at least semi-annually to discuss common issues, problems, and opportunities, and to exchange information of mutual interest. During its fall 1978 conference at Appalachian State University the officers identified the following ten matters of pressing concern:

1. Funding and staffing
2. Career development/life planning programs
3. Role and jurisdiction of student governments

*Dr. Thompson is Vice President for Student Services and Special Programs, The University of North Carolina, General Administration, Chapel Hill

4. Needs of and programs for nontraditional students
5. Appropriate parameters that should be expected of student affairs
6. Minority student needs
7. Legalisms: accountability, interpretation, consistency
8. Student recruitment and retention
9. Programs and services for handicapped students
10. Staff development

Subsequently, invitations were extended to the chief student affairs officers and members of their staff to research topics selected from the above list of concerns and to report their findings at their spring meeting.

On March 22-23, 1979, the chief student affairs officers met at The University of North Carolina at Wilmington and heard the reports. Following the meeting, presenters revised their reports in written form and these were reviewed and commented on by the chief student affairs officers. The presenters considered the responses of their peers and further refined the papers as they saw fit into final form. They are reproduced in this compendium.

It is hoped that the substance of the papers as well as the process through which they were developed will be helpful to all institutions in determining and conducting the student services responsibilities delegated to them by the Board of Governors.

MINIMUM EXPECTATIONS AND MAXIMUM PARAMETERS OF A STUDENT AFFAIRS PROGRAM

by

James H. Allen*

The function of a student affairs program, like that of the university itself, is to provide an environment which encourages and nurtures the development of persons. Its primary aim is the intellectual, emotional, social, esthetic, and ethical development of the student in a variety of settings on the campus beyond the classroom and the laboratory. This opportunity for education and personal development which the university provides outside the formal curriculum forms the "cocurriculum" which is designed to enhance and assist the educational mission of the university by significantly broadening those areas where education may occur on the campus.

To accomplish this purpose, a student affairs program functions in three basic areas: student services, student life, and student development.

Student services are those operations that facilitate the effective functioning of both the educational program of the university and of the student as a participant in that program. Such services as admissions, scheduling, providing financial aid and medical care, for example, are vital components of this function.

Student life are those operations which are designed to encourage and facilitate student participation in various organizations and events such as student government, student media, service groups, clubs, residence halls, cultural and social activities. Student affairs staff serve as facilitators in developing opportunities for the participation by students in a broad spectrum of activities and events which encourage personal growth.

Student development, while a third facet of student affairs operations, cannot be distinctly separated from student services and life. It is centrally the concern and the focus of these operations also, as we seek to foster the education and growth of the whole person by enabling the student to develop to his or her fullest potential, both affectively and cognitively. Our implicit effort is to have an impact upon students in ways more extensive than passing on facts, specific skills, or even intellectual capacities. In recognition of the fact that the total environment of the student is educational, we intentionally engage students in various activities and services which are designed to integrate their intellectual, physical, emotional, ethical, esthetic, and spiritual development thus, enabling them to become self-directed responsible persons.

The chart on page 10, together with descriptive material, sets forth the elements of a basic Student Affairs Program and should thus be viewed as the minimum expectations one should have of such a program.

*Mr. Allen is Vice Chancellor for Student Affairs, The University of North Carolina at Greensboro.

MINIMUM EXPECTATIONS

Minimum expectations for student affairs offices can only be expressed in "rough ballpark" estimates since institutions vary greatly in size, needs, and services which are desired. For example, residence hall staffing needs are different at a school with 1,000 students as opposed to a major university with an enrollment of over 20,000. The staffing, funding, and facilities required to adequately run a student activities program will vary according to the characteristics of the school. The two schools mentioned in the example above will have two different sets of needs for their student activities programs, while a school with a largely commuting population will have its own unique set of needs. A school with a strong fraternity-sorority system will require a different scope of services from its student activities than will one without Greek organizations, and a university in an isolated rural setting may need to place a stronger emphasis on the services of its "Union" than a school with access to a large urban area.

That said, we can outline a rough sketch of a student affairs program from the viewpoint of its basic and minimal requirements. Where no universally applicable figures are available, the figures given will apply to a university with an enrollment of about 10,000.

The following offices have been selected as components of a basic student affairs system: career planning and placement, financial aid, health services, counseling, housing and residence halls, and student activities (see chart). On some campuses, one or more of these functions may fall outside the scope of student affairs, while at many institutions other offices may be included such as athletics, women's affairs, reading and study skills, ombudsman, admissions, adult students, registrar, and others.

The following provides more specific suggestions on the minimal services, staff, and facilities necessary for a student affairs program.

Career Planning and Placement. At a small college one or two staff members along with their supporting clerical staff may be sufficient to run a career planning and placement office. At larger schools an ideal ratio might be one staff person per 150 active registrants, but, of course, this figure is well beyond what most institutions can afford to provide. A ratio of one staff member (counselor) per 1,000 active registrants (students or alumni on file) seems a reasonable figure which might enable some counseling and in-depth work to be done with the individuals seeking employment. Here, as with any office or service, the level of staffing depends on the institution's concept of the service. If counseling and personal attention are desired, the 1,000-1 figure might be a possibility. If the institution perceives its career planning and placement office simply as a service which accepts resumes and vacancies and then refers applicants, it might operate with a much smaller staff.

Minimum services to be provided include:

1. Collection, reproduction, and dissemination of degree candidates' credentials to employers or graduate school admissions offices.

2. A strong employer relations program which includes provisions for on-campus interviews by business, industry, government, and public school representatives during the academic year. Throughout the year, employers are assisted with publicizing their employment vacancies to career planning and placement center registrants.
3. Provision of career/academic information and employer literature through a continuously expanding audio and print career resources library.
4. Seminars and workshops which focus on career awareness and job search strategies (e.g., letter writing and resume development, interview preparation, and identification of prospective employers).
5. Individual and group career counseling sessions with students and alumni.

Financial Aid Staffing and Services. In 1968 the North Carolina State Board of Higher Education commissioned the Southern Regional Office of the College Entrance Examination Board to review and evaluate the financial aid programs and operations in the public institutions of higher education in North Carolina. The following minimum levels of staffing were recommended for the financial aid offices of the North Carolina public institutions:

1. Enrollment under 1,000 students: a full-time director, one full-time secretary or administrative assistant, one full-time clerical worker, and two half-time student assistants or equivalent.
2. Enrollment between 1,000 and 3,000 students: a full-time director, one full-time secretary or administrative assistant, one full-time clerical worker, and two half-time student assistants or equivalent.
3. Enrollment between 3,000 and 5,000 students: a full-time director, one full-time assistant director for employment, three full-time secretaries, two full-time clerical workers, and two half-time student assistants or equivalent.
4. Enrollment over 5,000 students: a full-time director, three full-time assistant directors, one full-time administrative assistant, five full-time secretaries, four full-time clerical workers, and four half-time student assistants or equivalent.

With the substantial increases since 1968 in financial aid programs and in requirements for compliance with Federal regulations, the minimum staffing levels proposed by the College Board Study are not adequate for current operations. However, there is probably no financial aid office in the state system that has the staff suggested in the 1968 study report. Financial aid offices in the State schools should expect staff support at no less than the minimum staffing levels proposed more than a decade ago.

The minimum financial aid services which should be provided for a campus of 10,000 students include:

1. Information to and communication with students, parents, high school counselors, and other interested persons about financial aid opportunities through
 - brochures, catalogs, and other written materials
 - workshops and discussion groups
 - contacts on an individual basis with persons seeking financial aid
2. Counseling and advising students about
 - Financial aid application procedures and completion of forms
 - Requirements and criteria for financial aid eligibility
 - Responsibilities of receiving financial aid and obligations for loan repayment
 - Personal money management and budgeting aid funds
3. Coordination of all financial aid resources at the institution and to students from sources outside the institution
4. Maintenance of financial aid records and preparation of required reports
5. Direction of student employment program
6. Management of financial aid resources to insure compliance with federal, state, and donor requirements

Health Services. The ideal is one full-time physician per 1,000 students, but a ratio of 1-1,500 may be more realistic. A minimum of three nurses are required if they each work eight-hour days and if there is to be someone on duty 24 hours a day. If more than one physician is required, there should be at least two nurses to every physician, as well as the necessary secretarial staff to handle the clinic and maintain records.

Obviously, the major facilities of a health center go far beyond the basic office requirements. The size and extent of the medical facilities and equipment are flexible, however, and governed by the size of the institution and the accessibility of the school to outside medical facilities.

Minimum services to be provided: (1) preventive medicine, (2) therapeutics, and (3) speciality referral (the student body size, staff, and equipment would determine the level of each). A minimum, however, should include:

1. Preventive medicine

Entrance histories, physicals and laboratory tests should be reviewed prior to admission of a student to prevent certain public health problems, such as tuberculosis, to determine special needs of students with handicaps or chronic illnesses and to make necessary physical education restrictions.

2. Therapeutics

At least minor injuries and illnesses should be treated at the campus facility.

3. Specialty referral

Competent clinical assessment by a physician or nurse should be available on a 24-hour basis to determine emergencies. Access to and referral to specialists are necessary.

Housing and Residence Halls. The staffing requirements for housing, as with virtually all departments, increase directly with the university's commitment to service and supervision. A guideline for residence hall staff is one full-time resident director or two part-time residence directors per 100 students. Ideally, the ratio should be 1-50. This can be accomplished only with the help of undergraduate staff. A single administrator needs to be in charge of this division with adequate support staff. Minimum support staff would be one secretary, one clerk working directly with housing, and a part-time student assistant. Where philosophy of a division of housing includes programming, staff selection, and development, it is necessary that there be full-time assistants or coordinators administering these functions.

Minimum Services to be Provided -- The initial service provided is that of guiding students and parents through the process of assigning the student to a room. It is the intention of the university to provide housing that is adequate, comfortable, and safe; at the same time providing an environment for studying and learning, as well as opportunities for growth, recreation, and a variety of educational and social activities. To meet student needs it is necessary to avail them of qualified staff who will supervise and assist their programming activities, community environment, personal problems and needs.

Student Activities. Due to the nature of the department, Student Activities tend to utilize student help as much as possible. In many smaller schools the activities program is essentially a one-man (or woman) operation with one secretary. However, as a school's intention to provide services and programs increases, so would the required staff. For a school of 10,000 students, the minimal staff should consist of a director, an operations manager, a program director and full-time secretarial aides for each. Each service, especially in a college union setting, requires manpower (for example, an information desk, box office, or recreation center) and these positions might be filled by part-time student staff and student volunteers.

A college union requires numerous facilities beyond the basic office requirements, but this can range anywhere from lounge space in a convenient building to a separate union structure on the campus. Hence, an estimate of minimum expectations for college union facilities can fall just about anywhere. Other student service may be combined to include minority affairs, recreation, media, international student, religious affairs, etc.

Minimum services to be provided would include liaison with Student Government and other campus organizations and assistance with the campus media. If a student union or other facility is available, it would include the management of the facility. Program assistance should be offered as possible. Other services should be offered as appropriate to meet the needs of specialized students such

as commuters, minorities and the handicapped. A campus calendar and information service and minimum functions as well.

The provision of a theoretical base and appropriate philosophy for the cocurricular program of a campus would also be a minimum service, as well as leadership and citizen training through campus involvement.

Counseling. For the sake of counselor availability, it is appropriate to provide one counselor for every 1,000 students, in addition to the director of the counseling center and student interns. These must be supplemented with sufficient support staff.

The current trend in counseling services, however, is toward outreach programs that actively seek students' participation in counseling center programs. The staff requirement for a center to assume such a role would, of course, be somewhat larger.

Minimum services to be provided include personal counseling and vocational counseling. If the institution chooses, additional staff and programs could be provided for drug and sex education programs along with psychotherapy.

MAXIMUM PARAMETERS FOR STUDENT AFFAIRS

A cursory examination of the involvement of student affairs programs throughout the United States presents a dichotomy of activities and responsibilities. Frequently, the areas of responsibility are separated from planning, management and program budgeting. It would appear that in many instances, added responsibilities are given to student affairs without the parallel support needed to achieve the most effective operation. The result is either the inability to perform effectively because of a lack of funds or because the assignment is one artificially placed from the very beginning. In many situations, the newly assigned task resembles an added appendage lacking the musculature to accomplish the tasks expected of it.

Much of this apparently is due to the fact that systems of organization, higher education included, seem to be moving towards more encompassing levels all the time. We are seldom aware of these organizational patterns until they affect us directly. The urgent task ahead involves the delineating of different functions for different levels of system integration.

What areas within the university community fall justifiably in the Student Affairs area of responsibility and which areas, by their very nature, exceed the maximum parameters of student affairs? The question posed has to do with examining the services which student affairs can effectively administer with the skills, expertise and funding available and which are consistent with the student development philosophy. A second question legitimately posed is, what areas or responsibilities should not, by their very nature, be added to student affairs? Some activities clearly would result in a conflict of interest.

Strong leadership, careful planning and intelligent policymaking are necessary in a time of both danger and opportunity to meet the need and to serve "great public purposes." For the first time in our nation's history, the prospect of growth in higher education is both uncertain and unsteady. This is a traumatic change of condition from the late 60's and early 70's. What needs are to be met outside of the classroom, whose needs are we to meet, under what conditions and for what purpose(s) are questions to be answered and which, of necessity, will vary from campus to campus.

In addition to those areas already identified as minimum expectations of a student affairs program, are often found such activities as pep bands, Greek letter organizations, campus ministry, intramural athletics, orientation activities, minority affairs, off-campus housing offices, clearing bureaus, veterans officers, ombudsmen, legal aid, tutorial programs, volunteer programs, federal compliance offices and cooperatives.

This spread of functions grew out of the demands of students in the 60's and of the activism which occurred with respect to humanizing the educational process and the belief that the university must be a caring, involved community. Much of this was accompanied by the disinclination of faculty to have anything to do with such "trivial" matters as discipline and the cocurriculum.

Beyond the level of minimum expectations, student affairs programs should not have the responsibility for the following:

1. Federal Compliance Efforts - It should not be the primary responsibility of Student Affairs to enforce 504, Affirmative Action and Title IX efforts. There needs to be a chief officer whose responsibility would be to coordinate all efforts at compliance. This office would have the funding and the wherewithal to provide the "clout" to get things done.

A second area presenting problems is the "policing" of international students and the reporting which must be made by the international student adviser to the Immigration and Naturalization Service. This is in the form of submitting lists of names of nonimmigrants who fail to enroll within given time limits; fail to carry a full course load; fail to attend classes to a normal extent; and/or terminate attendance at the university. Such functions serve to inhibit the teaching and counseling role of the international student adviser.

2. Student fiscal affairs -- including the payment of student fees and student loan collections should be outside of student affairs' responsibilities. These activities should be administered by the business affairs division.
3. Campus security is another area that should not be placed in student affairs due to a serious conflict of interest and, often, a difference in philosophy concerning the purpose of student discipline.

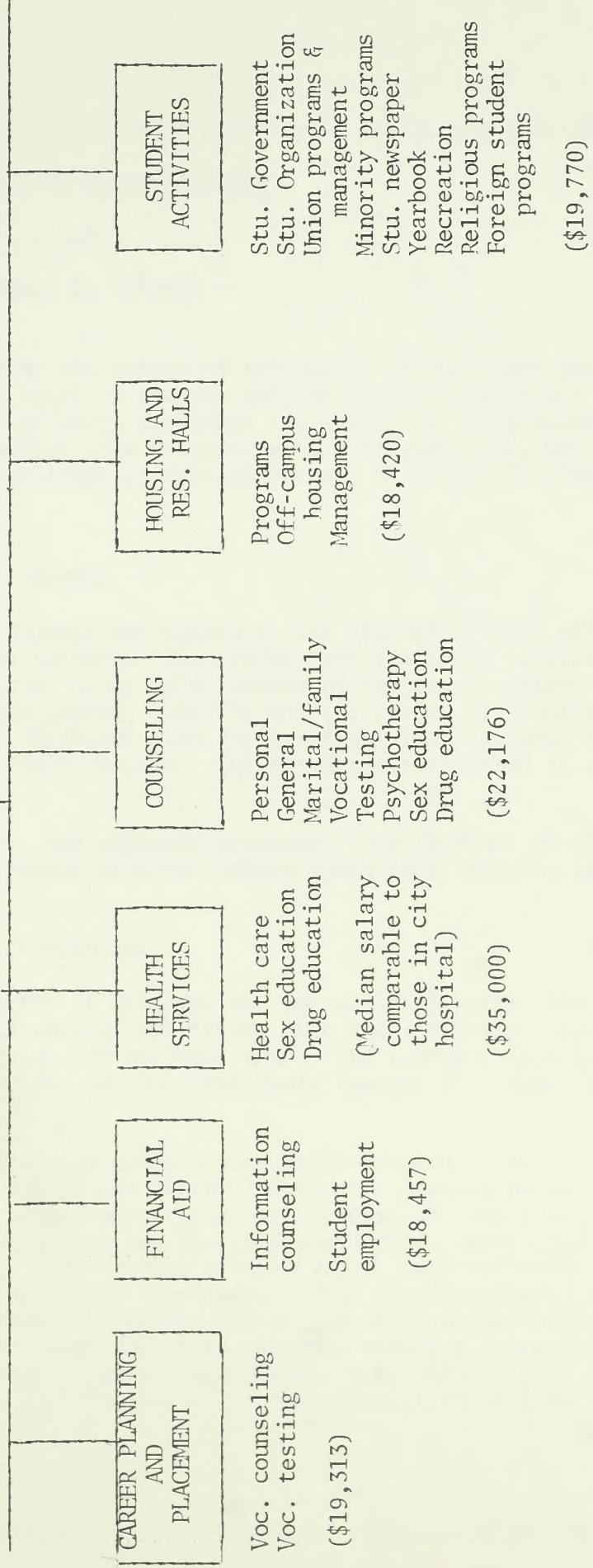
MINIMUM EXPECTATIONS OF
A STUDENT AFFAIRS PROGRAM*

services and offices with median staff salaries**

Chief Student Affairs Officer
(Dean or Vice President)
(\$27,324)

Administrative Staff

This area may include any Deans or special services:
commuting students, research, budget, etc.



*Thomas, William G. and Permaul, Jane S. "Careers in College and University Student Affairs," California Personnel and Guidance Association, 1973.

**Salaries are median salaries as reported in May 15, 1978, issue "Chronicle of Higher Education."

A SURVEY OF NEW STUDENT AFFAIRS POSITIONS AT CONSTITUENT INSTITUTIONS OF THE
UNIVERSITY OF NORTH CAROLINA

by

Haywood L. Wilson*

This paper reports on a survey by the writer of the number of new staff positions established over the past five years in student affairs at the constituent institutions of The University of North Carolina; the number of these funded by State appropriations and the number from nonappropriated sources; and, how this compared with institutional enrollment growth and faculty positions in other divisions of the institution.

METHOD

In February 1979, a survey instrument was mailed to the student affairs officers of the sixteen constituent institutions. The simple form requested statistical information on new staff positions since 1974; source of funding for those positions; percent of enrollment growth, 1974-79; and the number of faculty positions acquired since 1974. A second form solicited information about methods of evaluating student affairs staff persons. The results are reported in a subsequent article.

By March 1, 1979, the researcher had received responses from thirteen of the sixteen vice chancellors for student affairs (others would later provide responses).

CONCLUSION

During the period of campus unrest in colleges and universities across the nation, student affairs administrators were thrust into the spotlight. Roles and responsibilities became topics for serious study. The campus crisis became a manager's challenge and gave many college presidents reasons for expanding student affairs staffs.

This expansion led to the addition of new programs and personnel. Slowly, but surely, in the latter half of the decade of the 1970's, the picture began to change. Enrollments leveled, unemployment rose, and economical conditions became less than favorable. This resulted in lower enrollment, restricted budgets, and steady-state planning. Student affairs staff, many on "soft money" and without the basic "Full-Time-Enrollment" (FTE) funding-support pattern, began to suffer. Compounded by Federal intrusions relating to "affirmative action," guidelines for the handling of handicapped students, minority student recruitment, campus-based financial aid (BEOG, SFOG, NDSL, etc.), due process, and the new morality, the shouldering of the administrative load became burdensome.

*Dr. Wilson is Vice Chancellor for Student Affairs, Winston-Salem State University.

The researcher made an attempt to analyze position status at The University of North Carolina during the last five years (1974-79). The results of the circulated survey (see table) showed that the student affairs divisions of The University of North Carolina, generally, received fewer positions since 1974 than did the academic divisions. That is, new faculty positions steadily proliferated while lesser position growth occurred in the student affairs areas during the same period of time. As student affairs administrators searched for ways of coping with added responsibilities, Federal and private funding became convenient vehicles for needed support. Faculty were pilfered or enticed to do part-time duties in support services. The survey data showed that many of the student affairs positions which accrued were funded from sources other than State appropriations.

In all cases, there was some enrollment growth at each institution since 1974. Comparable support positions were not promulgated to match such a growth spurt. Most vice chancellors for student affairs perceived as a weakness the inability of the student affairs divisions to align themselves with the "FTE" funding base. Although faculty growth was almost automatic with increased enrollment, the same was not true for student affairs. Yet, major, traditional student affairs programs were pared in order to accommodate additional new programs and/or increased or diversification of clientele to be served.

POSITION SURVEY
THE UNIVERSITY OF NORTH CAROLINA

Institution	# New Student Affairs Staff Positions Since 1974	# Funded/State	# Funded/Other Sources	% Enrollment Growth 1974-1979	# New Faculty Positions Since 1974
ASU	7	1	6	11%	62
ECU	3	3	0	10%	148*
ECSU	8	4	4	25%	21.3
FSU	13	1	12	13%	48
NCA&T	0	0	0	50.13%	64
NCCU					
PSU	0	0	0	20%	19
UNC-A					
UNC-G					
UNC-C	18	5	13	30.8%	74
UNC-G	7.5	3	4.5	12.51%	92
UNC-W	7	3	4	100%	125
WCU	5	0	0	3%	27
NCSU	29	11 1/2	17 1/2	17%	244.8
NCSA	0	18	2	14.3%	4
WSSU	7	3	4	2.57%	30

2/12/79

Return to: Student Affairs Office
Winston-Salem State University
Winston-Salem, North Carolina 27102

EVALUATION METHODS USED IN STUDENT AFFAIRS AT
THE UNIVERSITY OF NORTH CAROLINA

by

Haywood L. Wilson*

This paper reports on a survey of the methods of evaluating student affairs staff at the constituent institutions of The University of North Carolina.

METHOD

In February 1979, a survey instrument was mailed to the student affairs officers of the sixteen constituent institutions of The University of North Carolina. It included two forms, one of which solicited a description of evaluation methods used in assessing the quality of work of student affairs staffers in institutions of The University of North Carolina. See Appendix A for a copy of the form. Respondents were asked to share copies of such evaluation instruments. See Appendix B for copies of these. The second form sought information relating to new staff positions. The findings are reported on in a separate article.

By March 1, 1979, the researcher had received responses from thirteen of the sixteen Vice Chancellors for Student Affairs (others would later provide responses).

CONCLUSION

In a highly legalistic era, the subject of evaluation is more important than ever. Almost every dismissal, now, is accompanied by a suit and subsequent court confrontation. Indeed, many institutions are split--management versus labor. The collegial atmosphere which once permeated the ivy-covered walls no longer exists as it was once known. Today, even students are accompanied by legal advisors.

The researcher was interested in the methods and forms used to evaluate student affairs staff at The University of North Carolina institutions. The survey instrument and return data produced varied examples used by vice chancellors for student affairs in evaluating student affairs staff. It was noted that a distinct difference was made between the evaluation of SPA (Subject to the State Personnel Act) and EPA (Exempt from the Personnel Act) employees.

Opinion was mixed concerning EPA employees being evaluated in similar manner as SPA employees. Several vice chancellors for student affairs submitted that they treated EPA nonfaculty employees as professional faculty who needed little supervision and only cursory evaluation. It was stated that many EPA employees would consider certain periodic, formalized, structured evaluations as being repressive, or at best, administrative effrontery.

*Dr. Wilson is Vice Chancellor for Student Affairs, Winston-Salem State University.

The opposite view maintained that evaluative power equally vested could be viewed as having affective merit . . . though, the concern still existed regarding the legal implications of reprimand or dismissal, if an EPA employee became embroiled in legal adversarial negotiations with The University. Complicating matters even more were cases of student affairs personnel who held academic tenure in another division. The growing trend of required written documentation and legal formality seemed to favor some semblance of periodic assessment of job performance. Additionally, administrators often needed valid measures by which objective determination could be made for distribution of flexible financial incentives.

The duties and responsibilities of the SPA employees were explicit. Their relationships to one another, senior staff, boards of trustees, Board of Governors, and all other officers within and without The University were set forth in rather comprehensive terms. All institutions responding presented a relatively uniform method by which all SPA employees were evaluated. The forms, though different in syntax and construction, regularly appraised employees in this category. The evaluation instruments submitted consisted of various desired work traits with means by which work performance could be assessed.

STUDENT AFFAIRS SALARIES

by

Larry W. Gracie*

In an attempt to illustrate some general salary information related to student affairs on college campuses, the following three tables were prepared. Table 1 was adapted from the April 9, 1979 Chronicle of Higher Education and includes median salaries for public and private institutions. The data source for the Chronicle study was the College and University Personnel Association.

It is important to note, when the median salaries between private and public institutions are compared, the public institutions pay more for each of the positions reported. In all cases, the public institution median salaries are greater than both the private and all institution median salaries.

It is interesting to note that when joint responsibilities are reported (i.e., admissions and financial aid), the salaries of the joint positions are only slightly greater than a weighted average of the companion responsibilities. The exception of this is the joint director of student counseling and placement position which is \$16,800 (N=28), while the average weighted salary for these two positions is \$19,827 (N=1,465). I believe these differences can be explained because of the small numbers reported of joint positions.

Tables 2 and 3 are tables developed by North Carolina State University's Planning and Research Office to allow a comparison of salary structures. This project was completed by surveying a set of selected institutions. In both, the participating institutions have been noted for the readers' review. Because of the vast differences which exist related to the position titles cited in Table 3, the researcher defined the job responsibilities in order to collect comparative data.

It is suggested that future studies be done with institutions comparable to the institutions which may use the data collected. Size of institutions, individual experience, geographical differences, and type of control may all be variables which should be considered. It is important to note that many variables, which may be difficult to control, in salary studies could cause the data to be interesting, but not practical.

*Dr. Gracie is Director of Student Development, North Carolina State University at Raleigh.

TABLE 1

	Public Institutions	No. of Persons	Median Salary	Private Institutions	No. of Persons	Median Salary	All Institutions	No. of Persons
Chief Student Affairs Officer	\$30,044	617	\$21,950	493		\$26,500	1,111	
Registrar	22,392	465	16,426	477		19,600	943	
Director, Admissions	22,450	405	19,000	445		21,000	850	
Director, Student Financial Aid	20,226	560	15,300	451		18,020	1,011	
Director, Student Placement	20,500	395	15,270	323		18,119	719	
Director, Student Counseling	23,085	488	17,700	258		21,475	746	
Director, Student Union	20,900	340	14,000	173		18,600	514	
Director, Student Health Services	32,700	282	14,175	196		24,000	479	
Director, Student Housing	19,465	254	14,000	266		16,800	521	
Director, Admissions and Financial Aid	20,976	48	20,820	55		20,976	104	
Director, Housing and Food Services	25,100	35	25,000	19		25,000	54	
Registrar	25,560	113	16,700	34		23,600	147	
Registrar and some other position (except Admissions)	24,468	18	14,300	24		18,500	42	
Director of Financial Aid and some other position (except Admissions)	22,250	22	14,500	19		19,790	41	
Director, Student Counseling and Placement	18,300	11	16,500	17		16,800	28	
Director of Student Placement and some other position (except Counseling)	19,790	9	17,380	6		19,000	15	
Director of Housing and some other position (except Food Services)	19,000	7	14,850	15		16,091	22	

TABLE 2

NATIONWIDE SAMPLE OF PUBLIC AND PRIVATE STUDENT AFFAIRS SALARIES*

Officer	N	Mean	Median
Vice President	19	\$44,142	\$43,538
Assistant Vice President (Dean of Students)	10	31,624	31,928
Counseling Director	19	29,031	29,406
Financial Aid Director	20	25,968	25,700
Student Health Director (MD) (non-MD)	18 2	42,590 25,842	43,000
International Student Advisor	18	25,968	25,700

*participating institutions: Arizona State University
 Ball State
 University of California
 University of California at Davis
 University of Delaware
 Emory University
 Howard University
 Indiana State University
 Kansas State University
 University of Kentucky
 Miami University (Ohio)
 University of Miami
 Michigan State University
 Mississippi State University
 North Carolina State University
 Oregon State
 University of Rhode Island
 Southern California
 University of Texas
 University of Washington

Prepared by: Planning and Research
 Division of Student Affairs
 North Carolina State University

Date: March 20, 1979

TABLE 3

SOUTHEASTERN U.S. SAMPLE OF PUBLIC STUDENT AFFAIRS SALARIES*

	N	Mean	Median	High	Low	North Carolina Mean	N
Director or Dean for Student Activities**	15	\$21,721	\$23,339	\$32,450	\$14,000	\$19,945	4
-Assistant Director	15	14,682	14,000	19,400	9,000	15,413	4
Director of Residence Life***	19	21,977	22,800	30,480	14,000	22,816	5
-Assistant Director	17	15,860	15,000	18,500	10,300	18,033	3

*participating institutions: Clemson
UNC-C
UNC-CH
UNC-G
ECU
Florida State
Georgia State
Georgia Tech.
University of Georgia
Louisiana State University
Memphis State
Mississippi State
University of Mississippi
NCA>
University of South Carolina
University of Southern Mississippi
University of Tennessee
University of Virginia
VPI

**Defined as the person who directs or supervises student government, student judicial system, student publications, fraternities, and sororities.

***Defined as the person who directs or supervises the residence hall program including staff selection and training, program development, room assignments, and maintenance of facilities.

Prepared by: Planning and Research
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IDEAS FOR RECRUITMENT, RETENTION AND ASSIMILATION OF WHITE STUDENTS AT HISTORICALLY
BLACK INSTITUTIONS

by

Jesse E. Marshall*

The enrollment of white students in historically black institutions is a responsibility and certainly a challenge for the five public predominantly black universities of North Carolina. While some white students have enrolled in these institutions in numbers that were somewhat insignificant over the past decade, reverse integration today is a recognized fact. Special problems, interests and concerns associated with desegregation and providing for the minority student on the traditionally black campus must be addressed and judiciously resolved. Recruitment, retention and assimilation of the white and black student must be directed and coordinated with vigor, dedication and forthrightness to the extent that all campuses of The University of North Carolina will become cosmopolitan in outlook and outreach to students of all races.

In preparing for this presentation, two things were done; namely: (1) review some recent research literature regarding the topic, and (2) secure some recent information and data which relate to recruitment, retention and assimilation of white students at historically black institutions located in and outside North Carolina.

A monograph entitled, "The White Student on The Black Campus," developed by Charles I. Brown for the Southern Regional Education Board, provided a source of recent research literature. This 1973 survey of white students in public black colleges and universities throughout the SREB 14-state region revealed that white students in 18 traditionally black colleges and universities numbered 5,579 or 8.46 per cent of the total enrollment of 65,966. The white enrollment figure was almost evenly divided between male and female students, 2,828 and 2,751 respectively.¹ Of the 16 principal findings of the study, eight appear to have some significance for this presentation. They are:

1. The majority of the students commuted daily to the campus, preferring either to reside at home or at off-campus addresses.
2. Approximately 57 per cent of the students financed their education with personal funds and assistance from their parents. Twenty per cent received assistance in forms of scholarships and grants from the schools.
3. Nearly one-half of the students were transfers from predominantly white institutions.

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1

"The White Student Enrolled in The Traditionally Public Black College and University," by Charles I. Brown, Institute for Higher Education Opportunity, Southern Regional Education Board, September 1973.

4. Convenience of location, availability of desired degree programs and low tuition costs were the chief factors given for enrolling at the black institutions.
5. A third of the students admitted reservations about enrolling at the black institution, social and academic. Their families were enthusiastic over the idea, and only their friends and some peers expressed some doubt as to the wisdom of their decision.
6. Fifty-six per cent of the students had experienced practically no contact with blacks prior to their enrollment at the college.
7. Sixty per cent of the white students believed that black students evinced the most racist attitudes on the campus.
8. The majority believed that any special orientation for white students was unnecessary and would simply create more anxiety and tension among faculty and students.

With this backdrop of information on a regional level, it was felt that more current information was needed to update and to objectify support of ideas on the topic at hand. Accordingly, a survey instrument was constructed and sent to the vice chancellors for student affairs of the four historically black UNC institutions and to the vice chancellors or vice presidents of student affairs of nine other historically black institutions. A copy of the survey instrument is shown as Appendix C.

RECRUITMENT

The function of recruitment is vital and significant in the continuing exercise of any institution to remain viable and a potent force in providing higher education for its state, region, nation and the world. Where recruitment is assigned for administrative purposes may not be a matter of great concern for various institutions, the level of priority that is given to and the quality of support for this function among the black institutions that responded to the survey leaves much to be desired.

According to returns of the survey, the recruitment function office reported to chief administrative officers as follows:

1. Provost and vice chancellor (1)
2. Vice chancellor for academic affairs and the chancellor (2)
3. Vice chancellor for student affairs (3)
4. Vice president for student affairs (1)

The recruitment function was assigned to administrative offices with titles as follows:

1. Admissions Office (3)
2. Office of Admissions (3)
3. Recruitment and Records Office (1)

The following titles of office staff were reported:

1. Director of Admissions (3)
2. Director of Recruitment and Records (1)
3. University Representative I (1)
4. University Representative II (1)
5. Assistant Director of Admissions (1)
6. Admissions Counselors (4)
7. Admissions Officer (3)
8. Recruiter (5)
9. Coordinator of Recruitment (1)
10. Clerks (8)
11. Clerk-Typists II (4)
12. Secretary II (3)
13. Secretary (Temporary) (1)

Total office staff personnel directly related to recruitment ranged in size from four (4) to seven (7) with office size of six (6) employees as the mean.

It could be assumed that the recruitment of white students might be enhanced by "one-on-one" contacts between or among white persons. From the survey, the employment of white admissions counselors or white recruiters appears to be a generally accepted idea. Where the recruiting office includes no white staffer, white faculty and the use of an integrated recruitment committee serve the purpose.

From a recruitment-admissions office personnel staff and fiscal support viewpoint, there is considerable variation. Although size of total enrollment should be a factor, the size of office staff and total amount budgeted for total office operation and for recruitment alone appeared to be immensely different. Information on total budget for office operation and for recruitment alone for the 1978-79 school year was not supplied on some returned surveys. However, the following ranges in fiscal support provide some interesting data:

	<u>Year</u>	<u>From</u>	<u>To</u>
Total office operation budget	1978-79	\$10,700	\$103,800
Total budgeted for recruitment alone	1978-79	6,600	93,000

Availability of transportation for recruitment travel on a timely basis was identified as a problem. The survey provided the following in order of most frequent utilization.

1. Vehicle(s) made available by car pool upon request.
2. Private automobile.
3. Combination of both.

In terms of travel schemes to recruit white students, the following were used in order listed:

1. Individual recruiter.
2. Staff-faculty team.
3. Staff-faculty-student team.

4. Individual white recruiter.

5. Student recruitment of friends.

From survey form returns, the following list of recruitment ideas and incentives attracted white students to these institutions:

--Special minority scholarship(s)

 Use of white faculty in recruitment

--Use of white students in recruitment

--Quality of academic programs

--Employment of white recruiters

 Special pamphlets

 Group meetings

--Proximity of school for commuting students

--Television and radio spot announcements

 Newspaper advertisements

 Scheduling of late afternoon and evening classes

Interestingly, one comment was made on strengths, weaknesses or crucial needs for improving the recruitment function. It is as follows:

It is difficult to recruit white students if they do not give you the opportunity to talk with them about your school. During "Post Secondary Opportunity Sessions," occasionally white students will come to our station, may pick up some information, but will not give you his/her name and address. There is no opportunity to follow-up. We have on occasion talked with students who were interested enough to come to the admissions office. These students indicated an interest, but would have to discuss their enrollment with their parents. We would not hear from them again. Attempts to talk with them failed. We are having a difficult time reaching white high school students. This is not a weakness in our recruitment program or inadequacy of institutional efforts to achieve enrollment goals, but rather an attitude towards predominantly black schools.

Our efforts to recruit mature students have been quite successful. These students have definite goals, which we can help them meet, the location is desirable and it is economically feasible for them to attend our university.

The most crucial needs for improving our recruitment efforts are

1. A word processing machine;
2. A larger budget for recruitment materials and travel; and
3. An additional clerical worker who would coordinate all our recruitment efforts. The present staff is spread awfully thin.

Should the above needs be realized we would do a more effective job of contacting students who send bits and pieces of information to the office, but never apply. Our letters could include information applicable to each student rather than form letters which appear impersonal.

Several pieces of recruitment material along with departmental information would enable us to give a better picture of what our university offers.

The additional clerical worker would be responsible for coordinating all activities connected with recruiting and responding to requests for applications, etc. Presently this work is shared by two workers and student help. The two workers have other full-time responsibilities.

RETENTION

From the enrollment information submitted for the period 1975-1978, a steady increase was observed in enrollment and commensurate retention rate of white students from 1975 to 1977. In 1978, a slight decrease was reflected.

The range in percentage of total enrollment of white students from 1975 to 1977 revealed a low of 3 per cent and a high of 10.3 per cent with a median of 6.5 per cent. In 1977, the low was 5 per cent and a high of 12.9 per cent with a median of 7.5 per cent. For 1978, the percentage ranged from 7.0 per cent to 11.8 per cent with a median of 9.5 per cent.

Probable causes for the decrease (attrition) in enrollment were listed as:

1. Lack of a strong academic advisement program.
2. Lack of a strongly improved recruitment program.

ASSIMILATION

Some suggested responses were listed in the survey in an attempt to assess ideas that might facilitate assimilation of white students. An examination of responses checked provides division into the following categories of significance:

1. Improved interpersonal relationship among white and black students.
2. Allocations of financial aid for white students.
3. Opportunities to recruit other white students.
4. Improved communication among administration, faculty, staff and students.

Substantial

1. Encourage membership, representation of white students in all student organizations and in student government activities.

2. Eradication of racial insensitivity and intolerance in classroom by students and faculty.
3. Encourage active participation in varsity and intramural sports as well as all campus student activities programs.

Some

1. An improved racial climate on campus.
2. Encourage the use of Union service and facilities.
3. Representation of white students on major university committees.

Slight

Improved residence hall accommodations.

Of No Significance

Special orientation program for all white students.

FEDERAL GRANT FUNDS AND ASSISTANCE PROGRAMS WHICH IMPACT ON STUDENT AFFAIRS
AT UNIVERSITIES

by

Jesse E. Marshall*

In an effort to secure some information on grant funds and federal assistance programs, assistance of the Offices of Research Administration and Title III (developing institutions) Programs at North Carolina Agricultural and Technical State University was requested. It was discovered that any direct reference to federal grants relating specifically to student affairs was purely incidental. Specific reference to Title III, Advanced Institutional Program (AIDP) and Strengthening Developing Institutions Program (SDIP), disclosed that a Federal pool of \$120,000,000 was available for awards to strengthen developing institutions. Suggested steps to be taken may be surmised from the following:

Before applying for a Title III grant, an institution must qualify itself to be eligible to receive Title III funds. For the 1979-80 fiscal year, an institution should have submitted a completed U.S. Office of Education Form 1049-1 prior to the deadline for filing 1979-80 SDIP proposals, February 2, 1979. The form can also be submitted with the proposal. In any event, an institution must receive 175 points or more to fulfill the quantitative requirement for Title III eligibility. Information pertaining to this procedure is available in the Title III regulations which were published in the Federal Register on November 2, 1978. Copies of these also appeared in the application materials that were prepared by the U.S. Office of Education and released on December 1, 1978.

The Office of Education has clearly identified the primary criteria which it plans to use in awarding grants. Supplemental criteria will be used to rate proposed programs once they have met the basic criteria and also described. These criteria appear in Sections 169.52 and 169.53 of the regulations and appeared on page 51265 of the Federal Register on November 2, 1978. A copy of this page is attached. (See Appendix D.)

Information regarding the narratives that should be prepared in the application will be found on Page D-14 of the application for grants. A copy of this page is attached. (See Appendix E.)

It should be noted that Part III, which outlines the contents of the narrative describing institutional mission, devotes one of its six sections (Section C) to career opportunities, a direct and explicit reference to student affairs. This section requests the institution to identify those career fields offered at the institution that provide employment opportunities with upward mobility or help to prepare students for entry into graduate schools. Also, the institution is asked to assess projected employment and career opportunities for students and to point out changes anticipated in the job market that will affect its graduates. Therefore, career counseling and placement officers would be involved in the accumulation of data and information for this particular section.

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It should also be noted that the Title III Office will give priority to the development of new activities or new emphases within existing programs. Consequently, the development of a new thrust within a particular program such as career counseling and placement is totally justifiable for additional Title III funding under SDIP.

SDIP grants may be for 1-, 2-, 3-, 4-, or 5-year duration. Most one-year grants will be for planning and refining institutional mission and goals. Grants of up to three years are for the development and implementation of general activities. Five-year grants are intended to support financial and management aspects of an institution.

Some Federal Assistance Programs which relate to the area of Student Affairs are as follows:

1. Student Originated Studies Program - (National Science Foundation) - The aim of the Student Originated Studies Program is to provide teams of colleges and university students with experience in independent, self-directed study, and to demonstrate the effectiveness of such study as an adjunct to or replacement for portions of their traditional formal course work.

Each study is conducted by a group of students comprised primarily of undergraduates. Each project deals with a local problem that has immediate relevance to the community. The project must be wholly student-oriented and managed, with faculty in an advisory role. There is a general requirement that studies be conducted by multi-disciplinary groups and be concerned with problems of the physical, biological or social environment.

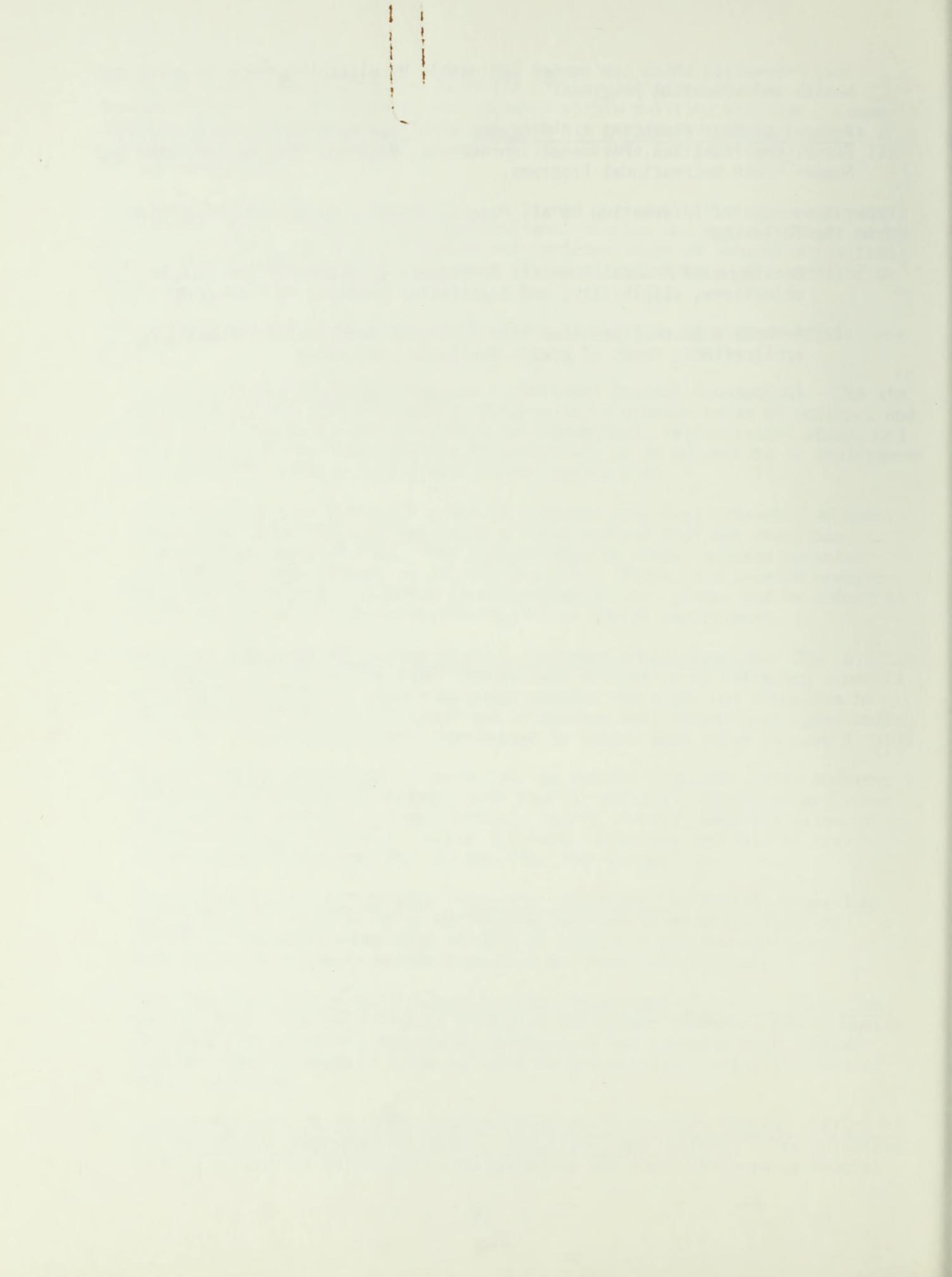
2. Veterans Education Assistance Program, Veterans Administration - The objective is to make service in the Armed Forces more attractive by extending benefits or higher education to qualified young persons who might not otherwise be able to afford such an education and to restore lost educational opportunity to those whose education was interrupted by active duty after January 1, 1977.
3. Federal Summer Employment - Summer jobs in Federal agencies (Civil Services Commission) for college students with special skill(s), during summer vacation periods. The jobs may be clerical, crafts, trades, administrative or sub-professional related to career interest. Students are paid at the regular Federal pay rate for the position they occupy.
4. Higher Education - Cooperative Education (Department of Health, Education, and Welfare) - Cooperative education programs are those which alternate periods of academic study with periods of public or private employment related to the students academic program and professional goals.
5. Trio Special Services for Student Program (Department of Health, Education, and Welfare) - The objective is to assist low income students, educationally or culturally deprived, physically handicapped and students with limited English speaking ability to be accepted by and enrolled in institutions of higher education.
6. Surplus Property Utilization, Federal Property Assistance Program (Office of the Secretary, Department of Health, Education, and Welfare) - The objective of this program is to convey to institutions all available surplus Federal

real properties which are needed and usable by eligible groups to carry out health and education programs.

7. Federal Student Financial Aid Programs - College Work-Study, Fellowships, Career Opportunities, Personnel Improvement, Veterans Cost of Education and Summer Youth Recreational Programs.

General sources of information on all Federal Funded programs may be obtained from the following:

1. Catalogue of Federal Domestic Assistance (provides information on objectives, eligibility, and legislation creating each program)
2. Federal Register (provides information on deadlines for submitting applications, range of grants available, and etc.)



GAINING BUDGETARY CONSIDERATION FOR THE AREA OF STUDENT AFFAIRS

by

William M. Malloy*

Any examination or review of the role that the General Administration of The University of North Carolina can play in assisting the student affairs officers in their annual quest for budgetary consideration obviously must be viewed from both the general and specific perspectives. Generally speaking, the General Administration must recognize and support the complementary nature of the student affairs area as it relates to academic affairs in our total educational process. There must be a sensitivity for the shared growth and enrichment of students by both the academic and student affairs areas on each of the constituent campuses.

The student affairs division on each of the campuses is deeply committed to the personal growth, development, and enrichment of students in many ways which are not always as evident as that which constitutes or evolves from the classroom experience. The fact that the primary purpose of the educational institution is to provide for the education of the individual is unquestioned; however, how the total process occurs is not often as obvious to those charged with a responsibility for crucial administrative decisions. Often overlooked is the fact that experiences for students outside of the classroom are often equally as formative as those within. In this regard, it is imperative that adequate budgetary, staff, and facility support be continually provided by the General Administration for the student affairs division of each campus.

At the present time, attempting to achieve budget parity with academic affairs is difficult at best due to the overall budgeting process. There is a strong feeling among many chief student affairs officers that consideration should be given to the development of a budgetary formula similar to that used for funding the academic affairs area. A student/staff ratio should be developed much in the same vein as the student/faculty ratio currently in use. However, one difference in this method should be noted. Student affairs funding should be based on the headcount enrollment as opposed to the full-time equivalent (FTE) basis utilized for funding academic affairs. Even though a student may enroll for a part-time academic course load, a "whole" person is enrolled and will, most likely, utilize the various student services available on a given campus. It must be recognized that the larger "headcount" enrollment must command its proportionate support for the essential student services.

In working toward formula based funding for student affairs programs, chief student affairs officers have suggested that a subcommittee be organized to address this issue. The committee should be composed of chief student affairs officers, representation from the academic affairs area, and Chancellors as well as selected staff of the General Administration. Technical assistance could be provided by finance staff members from local institutions as well as from General Administration. Such a committee could assist the chief student affairs officer in not only the consideration of formula funding, but with the acquisition of a clearer picture of the overall budgeting process. Through

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such an understanding, objectives could be better outlined and concerns more clearly understood, interpreted, and placed in their proper perspective.

While formula funding has been discussed from time to time as a solution for staffing and budgeting problems in the student affairs areas, immediate and serious consideration of such a possibility is realistically not in the immediate future within the State of North Carolina. Alternatives to such a process must be considered and must be addressed as soon as feasible to insure some participation and/or recognition in the budgetary process. Greater visibility for the budgetary concerns of student affairs officers must take place not only on the local campuses but within the General Administration unit itself. Chancellors as well as the General Administration should be made more aware of the desire for more involvement in the budgetary process on the part of the chief student affairs officers.

One such method of involvement could employ the suggestion that the chief student affairs officer on each campus accompany the Chancellor and other campus officials to those budget hearings which have a bearing on the student affairs areas. Related to such involvement is the fact that each student affairs officer must do his or her "homework" with their respective chancellor. The Chancellor must be sold or committed to the idea of achieving some parity with the funding for academic affairs. The Chancellor must also be convinced to "push" a request for increased funding or new positions with the President. Without such a strong local commitment the chief student affairs officer will continue to plod along with a program which gathers the budgetary scraps and devours any leftovers.

At the General Administration level, the role played for student affairs requests should be one of interpretation and support. Once again, it is a responsibility of the chief student affairs officer to sell or interpret his/her needs to the student affairs staff at the General Administration. Armed with the hopefully solid support of the Chancellor and through initiating the involvement of the General Administration, the chief student affairs officers most certainly can improve the visibility of their area within the budgetary process.

A reverse of the quest by chief student affairs officers for greater visibility at the General Administration offices during budget preparations is the consideration of encouraging a greater visibility of General Administration officers on the campuses as a part of the "homework" of chief student affairs officers prior to the final budget deliberations at General Administration. Such officials could study firsthand some of the acute problems many of the chief student affairs officers are encountering as a result of recent enrollment changes, change in student life style, lack of proper funding and staffing over the years, and the effects of the current inflationary spiral on the local student affairs budget. Such visits would also foster or enhance a greater understanding and "feeling" for the variance in "campus climate" and needs throughout The University.

In past years it has been suggested that the student affairs profession should work toward the development of a "body of knowledge" or some tangible, definable quantity upon which it can "hang its hat" as a profession and subsequently demand and receive its rightful share of budgetary consideration. As previously indicated, academic affairs claims the classroom and supporting academic

processes together with the all important FTE as its main thrust for budget consideration. Business affairs hangs its hat on the accounting, purchasing, and auxiliary enterprises so necessary to the operation of any institution of higher learning.

On the other hand, student affairs, in many cases, continues to gain its only attention when there is an issue or student incident on campus. Most likely this is successfully dealt with by the appropriate student affairs staff and the student affairs area slips back into its "caretaker" role. When compared with the role played by academic affairs and business affairs in the functioning of an institution, one can readily see the ease with which student affairs, with its one to one contacts and many intangible services to students, could be obviated in the academic community.

It should be clearly recognized that the true success of a student affairs program rests on the local campus and in the hands of the chief student affairs officer. It is that officer and his/her staff that can place the student affairs area in the mainstream of campus life thus hopefully shucking forever its "caretaker" image. It is the local staff which must continually update, revise, and innovate. However, it is also the local staff which must be dependent upon the budget decisions of the Chancellor and General Administration. Without appropriate support and assistance from those in positions which could provide the necessary "clout" or thrust for student affairs in the budget process, student affairs in this state as well as in others will continue to be viewed as just an administrative service agent reacting to and controlled by (budget) decisions made by individuals not oriented toward student affairs.

TRENDS IN COLLEGE STUDENT ENROLLMENT AND RECRUITMENT
AND THE
RECRUITMENT OF MINORITY STUDENTS TO PREDOMINANTLY WHITE INSTITUTIONS
by
Douglas M. Orr, Jr.

This paper focuses on three specific areas: (1) student enrollment trends, from a national context to the North Carolina perspective; (2) the pattern of admissions recruitment efforts in general; and (3) minority student recruitment to predominantly white institutions, including a fairly comprehensive listing of ideas for minority recruitment. The latter includes approaches which are being implemented at The University of North Carolina at Charlotte plus some ideas from other campuses of The University and elsewhere.

TRENDS IN STUDENT ENROLLMENT

For the nation's institutions of higher education, enrollment patterns of the past two decades have included the double digit annual increases during the expansion years of the 1960's, followed by a contraction to a 2 to 4 percent rate during most of the 1970's, to a late 1970's leveling off that was arrested by an unexpected enrollment upsurge of 2.4 percent in 1979. However, the much prophesied enrollment declines that have been forecast in recent years appear to be looming ahead for the 1980's and perhaps beyond. Extended forecasting into the 1980's tends to run the gamut of estimations from the pessimistic economics based models that predict a 50 percent ten-year decline by 1988 in a kind of "graduates to available job supply" balancing out, to such optimistic perspectives as Howard Bowen's contention that there will be a twofold or even three-fold increase over the next 20 years through a wholesale return-to-education movement by people of all ages.

Although there are indications that fall 1980 enrollment may hold its own or be up slightly, of one thing we are fairly certain, that by 1986 there will be approximately 3.5 million 18 year olds in the United States, or 800,000 less than the 1979 peak of 4.3 million (See Figure 1.) Consequently, with the assurance of a diminishing 18-year-old pool, forecasting the higher education market for the next decade becomes a matter of weighing other key variables such as trends in the "going rate" (percentage of graduating high school seniors going on to college) and projected growth of the lifelong learning market.

The National Center for Educational Statistics indicated recently that over the previous ten-year period "notable changes" have occurred in the age, race and sex distribution of students. Since 1968, the Center reported a 135 percent

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increase in blacks enrolled in college. During the same period, the number of women under 35 years of age enrolled in college increased 76 percent, while the number of men increased by only 24 percent. Women comprised 39 percent of all college students under 35 in 1968 but 48 percent ten years later. Likewise, the number of persons beyond the traditional college age increased in college attendance. For example, between 1972 and 1978 there was a 66 percent increase in the number of persons 35 years old and over enrolled in college, with the upsurge in lifelong learning especially notable among women. Paralleling this pattern was a greater proportion of undergraduates attending college on a part-time basis: 24 percent in 1978 as opposed to 17 percent in 1970.

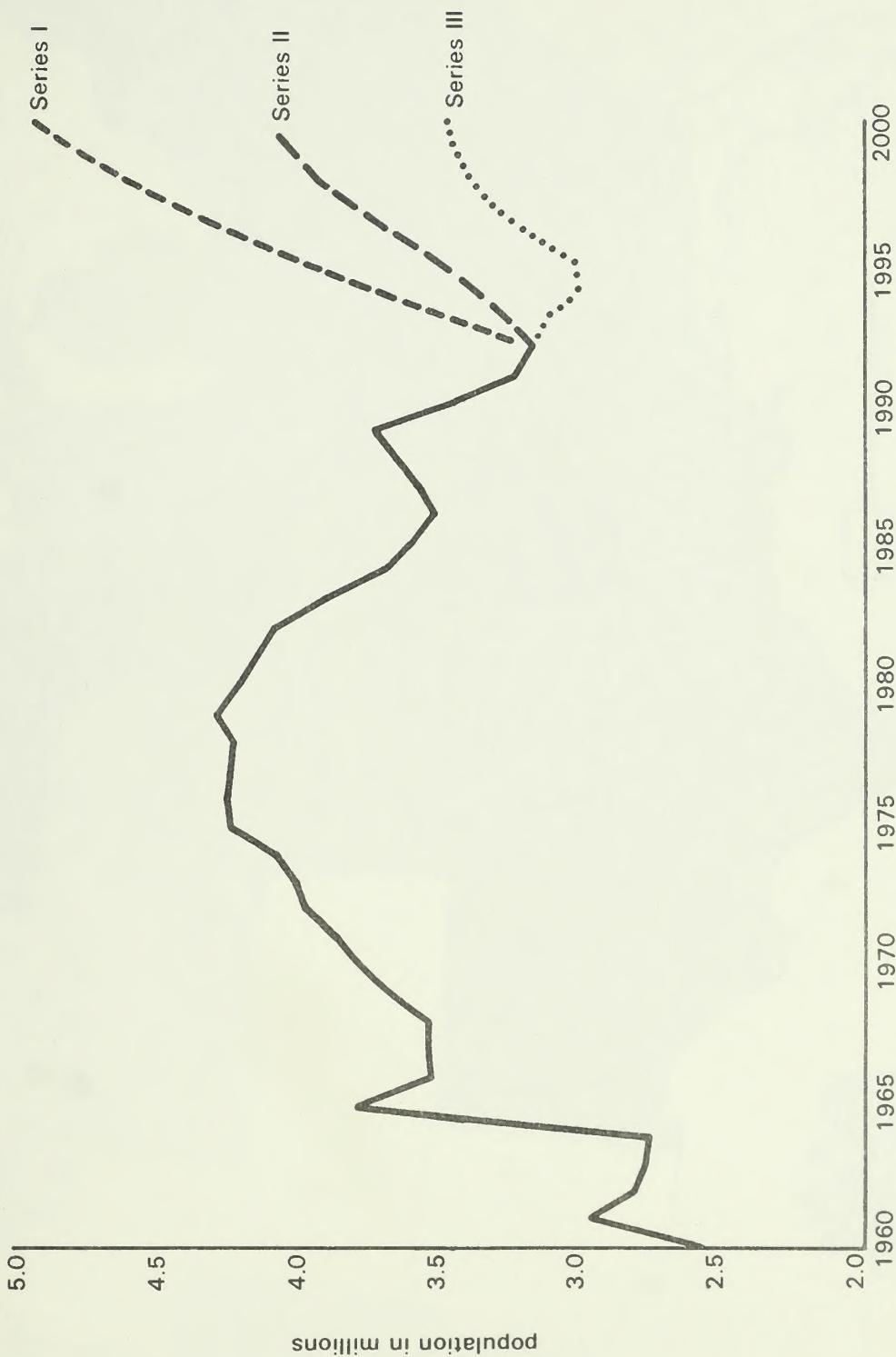
As a result, most estimates of enrollment trends in the 1980's tend to temper the downturn in 18-year-old population with the increase in accessibility by these special groups and project an average annual enrollment decline of 4 or 5 percent from 1982 to 1988 with a possible leveling out thereafter.

As Figure 2 indicates, there are considerable regional variations within the nation's future enrollment patterns for higher education. The map, an adaptation from a 1977 American Council on Education report (Changes in Enrollment by 1985), reflects not only population projections but the migration of students from one state to another to attend a college. The various states have been historically net importers or net exporters of freshmen. Using these measures, only six states (Arizona, Colorado, Delaware, Florida, Idaho, and Utah) are projected to have higher enrollment in 1985 than 1975. Thirty-three states (including North Carolina and most Southern states) will not experience substantial enrollment changes because of trade-offs between the variations in number of 18 year olds and student migration patterns. In North Carolina's case, a projected downturn in the 18-year-old population is essentially balanced out by an immigration of freshmen, especially to the state's 29 private senior colleges and universities. Finally, 11 states are to experience enrollment declines running as high as Connecticut's 27 percent and New Jersey's 43 percent.

Despite the South's rapid emergence and strong economic and population growth of late, the Southern Regional Education Board substantiates the American Council on Education's findings that the South should at best hold its own in 1980's enrollment trends. A recent SRFB report indicated that by 1986 some 2.7 to 3 million students will be enrolled in Southern colleges compared to 2.9 in fall 1977. Amidst the current dramatic "population tilt" to the South, it is important to keep in mind that almost one-half of the region's 1970's population growth occurs in two states--Florida and Texas. Other Southern states have experienced steady but much more modest population growth rates since 1970, as well as the beginnings of a decrease in the 18-year-old category.

Within this context, it is of interest to review North Carolina's higher education enrollment outlook. Statistics provided by the Department of Public Instruction (Figure 3) show the size of the state's graduating senior class peaking in 1978-79 at 70,987 students. A gradual decline then takes place during the 1980's until a bottoming out occurs in 1985-86 at 60,800 students. Interestingly enough, 1978-79 is also the time that the nation's 18-year-old population reaches a peak and then starts a decline until 1987 (as shown in Figure 1). However there are several ameliorating factors that could offset the effects of North Carolina's projected decrease in the 18-year-old population and consequently sustain enrollment levels throughout the state's universities and colleges.

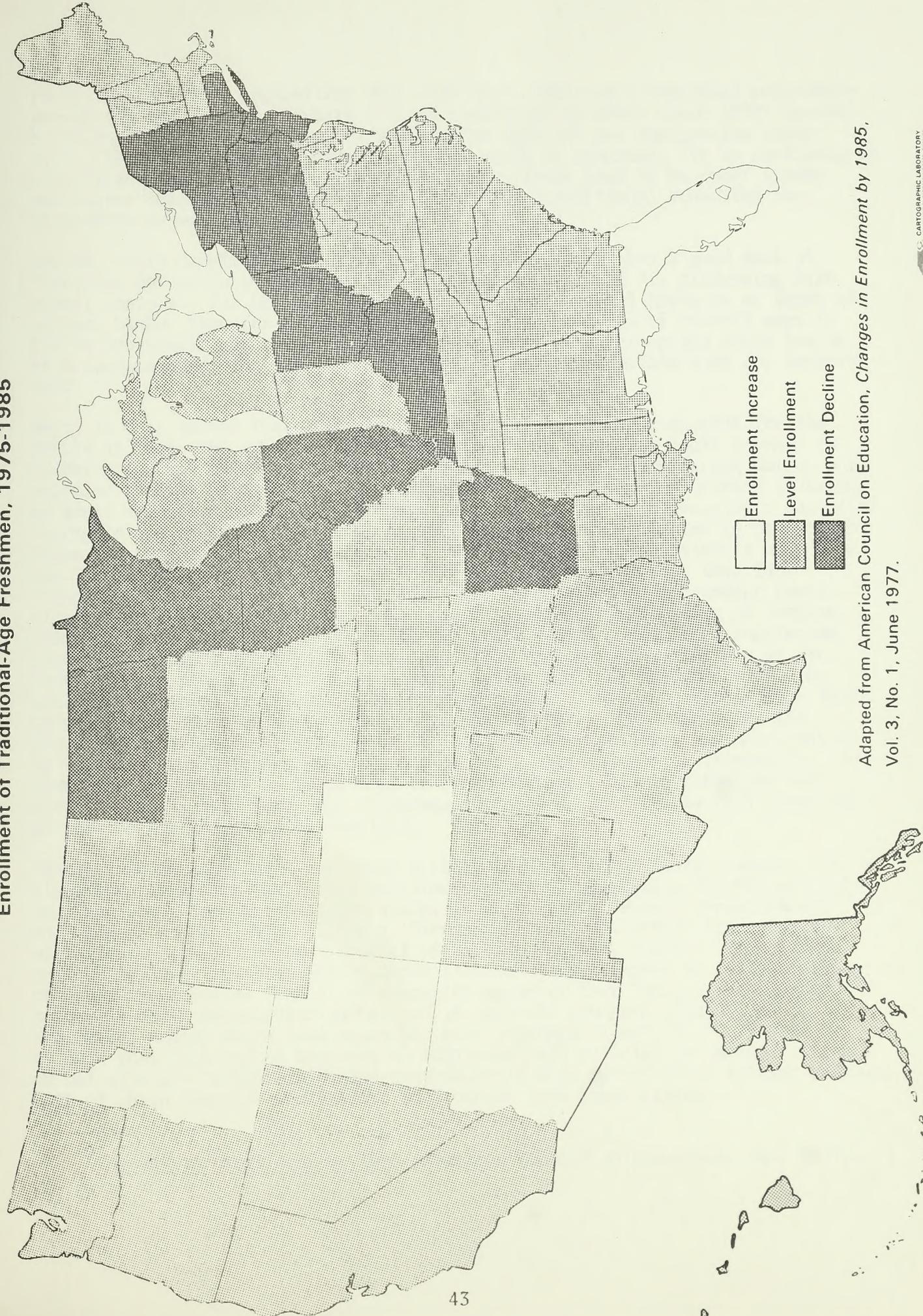
Exhibit 1
Estimates of the 18-Year-Old Population of the United States, 1960 to 2000



Note: Bureau of the Census Series I, II, III are based on projections of the average number of lifetime births per woman as follows: Series I 2.7, Series II 2.1, and Series III 1.7.

Source: American Council on Education, *Changes in Enrollment by 1985*, Vol. 3, No. 1, June 1977.

Impact of Projected Population Shifts and Migration Trends of Students on Enrollment of Traditional-Age Freshmen, 1975-1985



Adapted from American Council on Education, *Changes in Enrollment by 1985*,
Vol. 3, No. 1, June 1977.

First, there is the possibility that with North Carolina's continued population growth (an approximate one-half million population increase since 1970) spurred by an unprecedented continuum of immigration (160,000 net immigration since 1970), the state's higher education market could be enhanced. It is particularly significant that most of the immigrants to the state tend to be upper income and better educated and therefore inclined toward additional schooling for themselves as well as their offspring.

Second, North Carolina, like most Southern states, still has a good deal of "catching up" to do in terms of the college going rate of its graduating high school seniors. For example, the going rate on a national basis is at least 20 percent higher than for North Carolina (depending upon one of several ways it can be measured). Presumably, the national going rate percentage could now be at a maximum level while North Carolina still has considerable room for improvement.

Next, it does appear that if higher education has a growth component for the future it is in the area of lifelong learning. In fact, the adult learner is becoming the new majority in American higher education, and a recent Gallup poll revealed that 41 percent of those polled said they would be interested in taking an adult education course for the next year. A college or university's potential to capitalize on this interest is heavily dependent on one factor in particular: close proximity to population centers. Most adult learners obviously must have easy access to a nearby campus, as unlike the 18-year-old group they lack "educational mobility" due to the geographic constraints of job and/or family. Within North Carolina there has been generally a good distribution of institutions of higher education relative to the state's highly dispersed population pattern. In fact, 89 of North Carolina's 100 counties either include or are contiguous to some kind of postsecondary institution. At the same time, the state's population distribution and ongoing shifts ("emptying out" of some inner Coastal Plain counties for example) have considerable significance for the UNC system's 16 campuses as well as the state's other colleges and universities in regard to the lifelong learning market for a particular site (Figure 4). And given the constraints of travel due to fuel shortages, all institutions may need to find ways to "take the classroom to the students" if the full potential of this new market is to be realized.

Finally, North Carolina's continued ability to draw out-of-state students will significantly affect the 1980's enrollment picture, especially for the private institutions. Some Northeastern states (New York, New Jersey, Pennsylvania) and Midwest states (Ohio, Illinois, Minnesota) have substantial student out-migrations which, added to a general population decline, signal a troublesome outlook for many institutions in those states. In its report on 1985 enrollment changes, the American Council on Education suggests that "states which expect to have a declining population base of 18-year-old students should look to successful models which have expanded their freshmen clientele."¹ It goes on to note that such states may want to reexamine such policies as imposed ceilings on out-of-state students and disproportionately high out-of-state tuition charges, both of which diminish immigration of freshmen from other states.

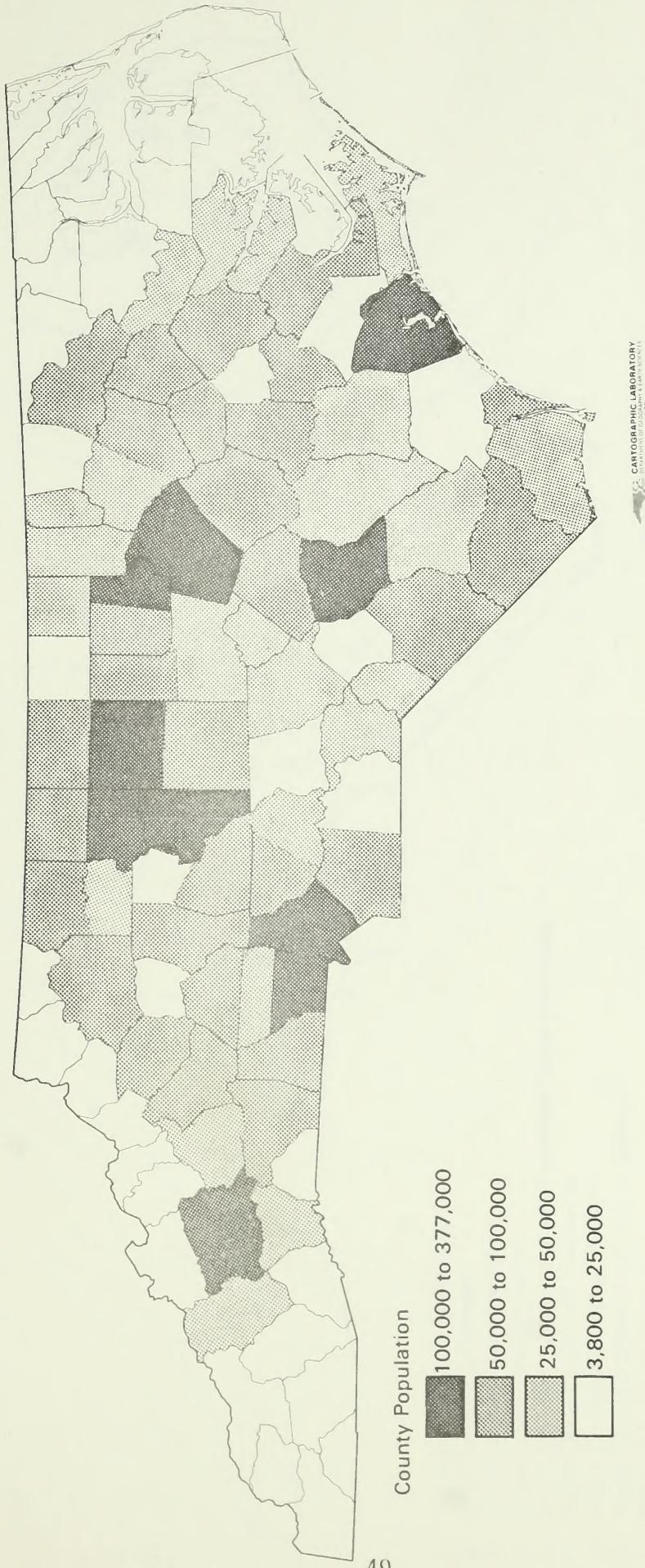
¹Changes in Enrollment by 1985 (American Council on Education, June 1977), pg. 7.

Exhibit 3
Trends and Projections
for
North Carolina High School Graduates
1974-1988

SCHOOL YEAR	HIGH SCHOOL GRADUATES
1973-74	69,062
1974-75	70,094
1975-76	70,498
1976-77	71,146
1977-78	70,953
1978-79	70,987
1979-80	69,725
1980-81	68,709
1981-82	68,942
1982-83	65,837
1983-84	62,063
1984-85	61,290
1985-86	60,800
1986-87	61,683
1987-88	64,486

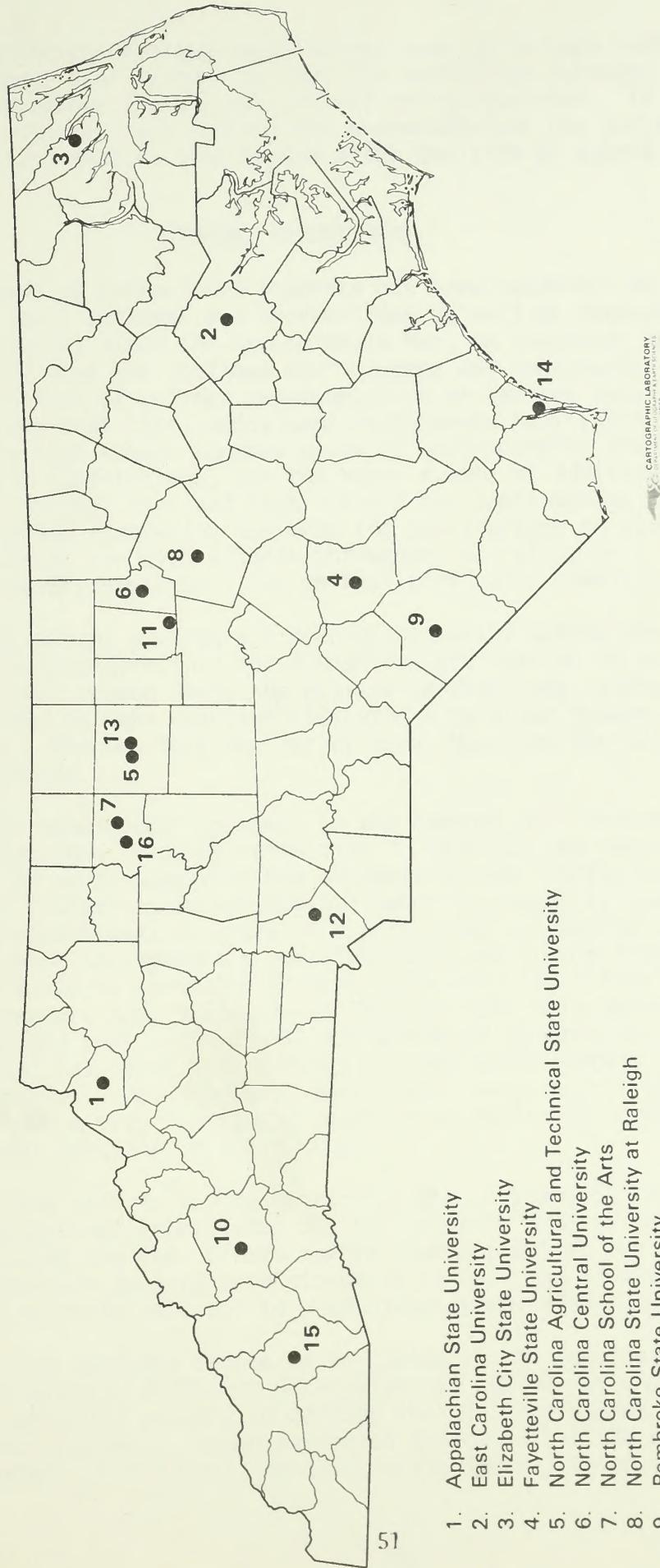
Source: N.C. Department of Public Instruction.

Exhibit 4
Population of North Carolina by County, 1976 Estimates



CARTOGRAPHIC LABORATORY
DEPARTMENT OF GEOGRAPHY
UNCC

Exhibit 5
Campuses of the University of North Carolina



Generally, most North Carolina institutions seem to be experiencing enough impetus from these four factors so that the enrollment doldrums setting into other parts throughout the country are not yet so apparent. It remains to be seen, however, whether such factors can compensate for the decline in the state's pool of graduating seniors that begins after the 1979-80 school year.

STUDENT RECRUITMENT

While recruitment of prospective students has been conducted on a major scale by North Carolina's colleges and universities as well as throughout higher education in general since the Second World War, an important development occurred in 1952 when the "college day" concept was implemented which allowed a coordinated effort of college representation at various localities throughout the state. Since that time, additional refinements have taken place to help make graduating high school seniors aware of postsecondary educational opportunities at specific institutions, but the basic format of admissions counselor visitations to college days and high schools has continued as the main thrust. (One recent popular innovation has been for institutions to place an audio/visual cassette in each of the high schools throughout the state as a kind of sound and graphics catalog depicting life on that particular campus).

While major recruiting efforts are focused primarily within the state, out-of-state visits by admissions directors and counselors are carried on as well. Out-of-state recruiting is most common among the private institutions, although the public universities tend to make selected visitations to a few "pockets" of potential students: i.e., the New York-New Jersey area, Northern Virginia-Washington, D.C., and Central Florida.

The "admissions counseling" approach is the concept most institutions prefer to emphasize rather than "student recruiting." Although the major objective clearly is to attract an ample supply of new students to the institution represented by the admissions counselor, an appropriate match is sought by counseling the student as to educational programs at a particular college and how those opportunities meet the student's qualifications and future interests. Ideally, some students would be counseled to look elsewhere. At a time of declining enrollments however, some evidences of "hucksterism" have appeared throughout the country in the form of hard sell and unethical student recruiting. The Carnegie Council has noted this growing problem in its recent report on ethics in higher education. Nevertheless, admissions counseling in the best sense continues to have a very legitimate function in assisting students in making a most significant decision in their lives.

While the various efforts toward attracting the 18-year-old student population have been utilized and embellished for some time by college admissions officers, far less developed are the efforts toward reaching out to two other groups of prospective students gaining much attention today: the nontraditional or older students, and minority students to predominantly white institutions.

As nontraditional students cannot be contacted at the familiar stops--college days and high schools, different strategies are called for and colleges and universities are still working to develop the best approaches for reaching these potential students. Rough estimates indicate that the adult learner market may number 30 to 40 million individuals. Yet lifelong learning in this

country has been referred to as basically a "cottage industry" that is rudimentary in its development. Universities have been slow to adapt to the needs of these individuals, whether in admissions counseling, financial aid, or academic advising. Many of the questions regarding the future of these kinds of students at colleges and universities reach well beyond the functions of the admissions office operation. However, a number of new admissions efforts are already apparent: extensive use of the media to communicate courses and programs; opening of off-campus centers; more collaboration with industry, government and cultural institutions; and, generally, a greater accessibility of time and place for university programs. Perhaps most importantly, lifelong learning must become a basic part of the institutional mission, role, and organization, rather than an adjunct function.

RECRUITMENT OF MINORITY STUDENTS TO PREDOMINANTLY WHITE INSTITUTIONS

Perhaps a prior question that should be addressed regarding extra efforts to recruit minority students deals with why this segment of the prospective student population should receive special attention in the first place. An insightful treatment of this question was made by President William Bowen of Princeton in his article "Admissions and the Relevance of Race" in the fall 1977 issue of the Education Record. President Bowen contends that at this juncture in the nation's history, race is a very relevant factor in the admissions (recruiting and admitting) process and short of quotas, race should indeed receive particular emphasis. He maintains that a university's greatest obligation is not to any identifiable set of individuals but to society and the pursuit of learning. Consequently, it is important that higher education contribute to the development of the "social capital" of the nation. The admissions process and decision making must then take into account such critical societal needs as the necessity for far more minority persons who contribute through positions of business leadership, the professions and the public trust. Bowen further maintains that while seeking out and admitting students certainly mandates fair treatment to each individual, fairness has to be understood within the context of a university's ultimate obligations to society.² Interestingly enough, this concept of race as a "relevant admissions criterion" was espoused by Supreme Court Justice Lewis Powell in his leading opinion in the Bakke decision.

As indicated earlier, substantial progress has been made in recent years for black students attending colleges and universities. Since 1970, the number has more than doubled, increasing from 522,000 in 1970 to 1.1 million in fall 1977. And, according to the Southern Regional Educational Board, major gains have taken place in the South as black enrollment has increased 277 percent since 1966 while white enrollment has increased only 51 percent. Although the majority of black students still receive their bachelor's degrees from predominantly black institutions, there have been notable increases in black enrollment at predominantly white institutions in the South.

Such improvements are the result of changes at two levels. First, a much higher percentage of blacks are staying in school and graduating from high school. Additionally, the going rate among blacks to postsecondary institutions has risen steadily. Exhibit 6 demonstrates this trend in North Carolina for high school seniors by race and sex over the five-year period of 1974-1978. During that

²William G. Bowen, "Admissions and the Relevance of Race," Educational Record, 58, No. 4 (Fall 1977), pp. 333-349.

time the going rate advanced 5.8 percent for blacks and 2.4 percent for whites. Especially striking is that most of those gains have been among women. The increase on the part of the black women has been a substantial 9.1 percent, suggesting that some of the explanation for the upturn in black enrollment may be related to the recent "liberating forces" of feminism as well as that of race. Consequently, the improved percentages indicated by Exhibit 6, in combination with an enlarged pool of graduating seniors since 1974, black and white, have improved significantly the black enrollment pattern in North Carolina, consistent with regional and national trends.

Exhibit 6
College Going Rate for
North Carolina High School
Seniors, by Race and Sex, 1974-78

	<u>1974</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>
White Female	55.8	60.3	59.7	60.1	61.1
White Male	<u>56.5</u>	<u>57.5</u>	<u>56.0</u>	<u>55.4</u>	<u>55.9</u>
Total for White	56.2	58.9	57.9	57.8	58.6
Black Female	48.2	54.4	55.0	56.5	57.3
Black Male	<u>39.9</u>	<u>44.4</u>	<u>41.0</u>	<u>40.3</u>	<u>41.5</u>
Total for Black	44.4	49.7	48.5	49.1	50.2

Note: College going rate data is based on annual Intentions Surveys administered to graduating high school seniors. Does not include enrollment in trade or business schools.

Source: N.C. Division of Statistical Services, Department of Public Instruction,
Statistical Profile, North Carolina Public Schools, 1975-1979.

At the same time, persistent problems still remain to be overcome. The black student retention rate tends to lag behind the whites as too large a number of blacks do not graduate. There is underrepresentation of black degree holders in such fields as physical sciences, engineering, architecture, law and the health professions. The going rate for blacks, while improving, is still behind that of whites, and in North Carolina and the South it is below the national average for blacks. And finally, many predominantly white institutions still have unacceptably small percentages of black students. Very few such institutions have more than 10 percent black enrollment and many are much less or negligible. As blacks comprise 12 percent of the nation's population (and over 20 percent of the population in most Southern states, including approximately 22 percent for North Carolina) a great deal is still to be accomplished.

The following categorization of ideas for attracting more minorities to a predominantly white campus is not necessarily comprehensive, but it does include a wide variety of efforts being made at this time on various college campuses. For purposes of this review, "minority" is interpreted synonymously with "black."

Minority Presence Admissions Counselor. Each admissions office should have at least one full-time admissions counselor who is black. There is ample evidence

at college days and in feedback from enrolled black students that this makes a significant difference. As some nontraditional sources for minority students are contacted and visited, this becomes even more essential.

Contact with Minority High School Guidance Counselors. In addition to a continuing communication and close working relationship with black guidance counselors, it is helpful to invite such individuals to the campus periodically so that they might learn first hand about campus programs and the minority student's life there. The minority admissions counselor can coordinate such an outreach effort on an annual basis.

Nontraditional Sources for Minority Recruiting. Beyond the customary high school and college day visitations, the minority presence admissions counselor might develop contacts and visit various community and neighborhood centers, YMCA and YWCA branches, and churches. Selected contacts with area industries can be helpful.

Student Search Service and the National Scholarship Service for Negro Students. The Student Search Service of the College Entrance Examination Board will provide the Admissions Office, at sliding scale cost rates, the names and addresses of minority high school students who take the preliminary Scholastic Aptitude Test. Specifications can be made for such characteristics as geographic origin, major, test scores and class rank categories. The National Scholarship Service for Negro Students each year publishes a list of students by geographic area who might qualify for college enrollment.

A Campus-Wide Effort in the Minority Recruitment Process. It is particularly important that specific academic units, in coordination with the Admissions Office, undertake recruiting efforts toward minorities. For example, a campus's Afro-American, Black Studies or Neo-Black program can be especially effective. Programs such as MITE (Minority Introduction to Engineering) provides funds for a campus visitation by high school minority students to acquaint them with engineering as a possible career and the basic course track that should be pursued through high school for admission to a college engineering program. And, of course, when a prospective student or applicant specifies a particular major of interest, a follow-up letter from that academic unit is most helpful.

Communication of Financial Aid Opportunities. As a disproportionately large percentage of minority student applicants have a need for financial aid assistance, it is especially critical that thorough communications be made to perspective minority students and their families concerning financial aid opportunities. In some cases, it is useful for a representative of the student financial aid office to accompany the minority presence admissions counselor during an off-campus visitation. The fact is, ample financial assistance is now available through a variety of government grants and loans for most students in need; the major task is making sure these students are aware of their eligibility. Also important is immediate follow-up response by the student financial aid office after a student applies for admission to the university. Every effort should be made to expedite these applications.

Development Office Scholarship Fund-Raising Efforts. While substantial financial assistance is available to undergraduate minority students who can demonstrate financial need, these funds need to be supplemented by additional scholarship funds that can be used as merit scholarships to attract particularly qualified students. Such students often assume a significant leadership role on campus

and thus the enhancement of black student life. Additionally, many graduate and older minority students have a more unique financial circumstance that does not always qualify them for the customary student financial aid packages. Often times they might be constrained from taking time off from job and family commitments in order to obtain a graduate degree that might considerably advance their professional careers.

Utilization of Minority Alumni in Recruiting Efforts. A coordinated effort between the Alumni Office and the Admissions Office can make great use of minority alumni who are willing to assist in attracting more minority students to the campus. A special workshop program can be conducted to include invited minority alumni in order to assist them in the minority presence recruitment effort. Many institutions around the country have been conducting similar recruitment programs for some time using alumni to attract students in general.

Special Summer Programs for Incoming Freshman. In recent years, it has become apparent that incoming freshmen can benefit greatly by participating in a variety of summer study/orientation/registration programs. Student adjustment problems at the beginning of the fall term are eased substantially as a result of such advance preparation. A variation of this approach is to invite a selected number of students who might not meet all of the normal admissions requirements to participate in a summer learning skills program. This kind of program would particularly emphasize communicative skills and developmental reading. It might also be combined with a student development course that could utilize experiential education techniques such as Outward Bound. Upon successful completion of the summer program, the student would then be eligible for admission as an incoming freshman. Past experience at a number of campuses indicates that these students tend to perform better academically than many students who had stronger admissions qualifications but did not go through the summer program.

Black Awareness or Pan African Events. While many campuses have conducted a special festival regarding black culture that may last a day to perhaps a week, such a program has usually involved only on-campus minority students. This can be extended to invite prospective black students to come to the campus during a portion of these events, resulting in a unique opportunity to meet enrolled black students and learn more about black student life on campus.

Minority Career Development Programs. These efforts can involve both an on-campus and community outreach approaches. For example, an on-campus Career Awareness Week or special function could involve invited groups of minority high school students. Additionally, a campus's Career Development Program might collaborate with the public schools and various community agencies in assisting black youth at an earlier age in making career explorations.

Use of an Audio-Visual Presentation and Graphics. Effective use can be made of a slide presentation depicting black student life on campus as well as the publication of a black student handbook. Both efforts can be a joint project between the admissions office and a black studies program or its equivalent.

Cooperative Degree Programs. Particularly in specialized professional areas a university might enter into a cooperative degree program with a predominantly black institution in the area. This could involve transfer after completing a block of courses during the first two years. Both institutions would consequently have broadened their program tracks to prospective students.

Quality of Black Student Life on Campus. It is axiomatic that the most effective recruiters to a campus tend to be the students themselves, black or white. Unless the enrolled minority students have a positive academic and student life experience it is unlikely that many of their high school friends or family will follow after them. Particularly important is a well-thought-out program of student advising and a pervasive attitude throughout the campus community that is sensitive to minority student needs. Black staff and faculty can provide leadership here but the responsibility falls upon every individual and office. Within Student Affairs programming, student development and leadership efforts can include "cultural differences" workshops. It should be stressed that the quality of black student life on campus is enhanced by enrolling a large enough number of black students so that a "critical mass" exists. If black students remain a small, token group on campus, they are unlikely to assert their individuality within the black culture. The expression of diversity within the black student body is important to the campus learning environment and can only be achieved by reasonable numerical representation within the student population.

Involvement with Community Agencies. The university should seek to have involvement with and representation on such community boards as the Urban League, the Business Resource Center, United Community Services, the local housing authority, and other agency efforts directed toward enhancing the quality of life of minorities in the community. Such an approach fits squarely into the institutional public service mission and by helping to improve programs in the community for minorities it can thereby enhance opportunities for minorities to continue their education.

Establishment of a Minority Community Advisory Committee. The purpose of such a committee, comprised of representatives from a wide variety of minority groups within the community, would be to provide recommendations on student identification and recruitment, community needs, program development, and other general concerns dealing with minority students.

Involvement by Outstanding Minority Individuals as Role Models. These individuals might include leaders from various professional groups such as business, government, educators, doctors, lawyers, athletes, etc. Such persons can be utilized especially in conjunction with a minority career awareness program. It seems clear that black youth need more role models in various professional areas so as to begin striving for significant career goals at an earlier age.

Review of Academic Admissions Formulas. There is ample evidence that many of the academic performance prediction formulas are only marginally reliable for minority students. A thorough review of the entire process of evaluating minority student applications might help further individualize and refine what is at best an uncertain selection process.

Improvement of the College Going Rate for Minority Students. While the task of enlarging the pool of minority individuals attending college should be a responsibility of society as a whole, there is much that colleges and universities can do to improve their accessibility. Rather than just intensifying recruitment efforts on high school seniors (which in many cases simply shifts about where students attend college rather than whether they attend) efforts can be made to work with public schools in interesting black youth at an earlier age. Particularly helpful are the programs Upward Bound, Talent Search and Head Start. By inviting students, staff and teachers in such programs to visit the university

campus the going rate problem is addressed at a time when more can be accomplished. A number of federal programs provide funding support for special help programs for disadvantaged students. For example, the U.S. Department of Health, Education, and Welfare funds three programs known as "Trio" which includes Talent Search projects to encourage disadvantaged young people with "exceptional potential" to enroll in higher education; Upward Bound projects to provide remedial secondary school training; and special services of tutoring and counseling for postsecondary students from deprived backgrounds. A number of institutions have had particular success with a summer program, in some cases Upward Bound, that invites high school underclassmen to the campus for study skill training and/or an orientation to university life including information regarding admissions policies, financial aid, student life and academic programs.

Minority Student Research. Many of the aforementioned efforts can be misdirected unless adequate research is taking place to evaluate minority student attitudes and the effectiveness of various minority student programming. For example, it is especially important to attempt to learn the reasons why black students might have chosen a particular institution or selected to go elsewhere. What individuals or other factors especially influenced the selection of a particular campus? Having been enrolled in the university, what are some black student suggestions for improvements? Did the university meet your expectations? What kind of academic performance pattern has resulted?

On-Campus Task Force for Increasing Minority Student Presence. Many campuses have established a committee or task force composed of students, faculty and staff that makes recommendations as to ways of improving the minority student presence on campus. In many cases, it recommends also measures that might be followed in the recruitment of minority faculty and staff. Such a committee not only can provide useful suggestions but has the important effect of involving a cross section of the campus in the minority student recruiting effort. Because ultimately, if such a program is to be a success, it must be campus wide in nature.

Minority Student Retention. This objective is in essence a second major category unto itself and the important counterpart of the overall recruiting effort. Especially for universities of medium to large size, there tends to be a problem in adequately addressing the minority student retention question (or student retention in general for that matter). An important first step is to obtain meaningful data through research efforts as to minority student retention patterns. Important components of a subsequent retention program then are (1) an effective advising/counseling program and (2) the availability of a learning skills program to which students can be referred when necessary. It is critical that this kind of intervention strategy be readily available to the minority student, and that the student be very much aware of such opportunities at the time of matriculation to university rather than much later when it is often too late.

Recent Selected Readings
Minority Student Presence
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LEGAL ISSUES AFFECTING STUDENT AFFAIRS

by Richard Cameron, Vicki M. Curby, Glenn W. Stillion*

Student affairs and the law have been linked since Dixon challenged the Alabama State Board of Education in 1976 and won the right to due-process in a college level disciplinary case. Today, the head of a student affairs division, out of necessity, must keep up with the laws and court cases that deal with students.

The legal issues on college and university campuses have changed dramatically since the beginning of the seventies. Both case law and Federal regulations have shaped the changes that have occurred during the decade. While legal issues are always complex, the following is an attempt to outline some of the important concerns that have emerged during the past few years that are of interest to those working in student affairs.

SEX DISCRIMINATION

The legal aspects of sex discrimination have centered on the Fourteenth Amendment's equal protection clause and more recently on Title IX of the Education Amendments of 1972. One case of interest was heard and decided before Title IX was in effect. In Kaplowitz v. University of Chicago, twelve women graduates of the University of Chicago School of Law brought suit against the school's placement service. They charged that the law school was engaged in sex discrimination by allowing the use of its placement service to employers whom the university knew, or should have known, were engaged in sex discrimination. The students felt the placement service should go beyond its policy regarding nondiscrimination during employment interviews to the point of actually investigating complaints of discrimination by employers using the placement service. The basis of their claim was that the law school was an employment agency within the meaning of the Civil Rights Act of 1964.

The District Court found that being assured of indiscriminate hiring practices and the actual internal practices of the employer after employment were not necessarily legally related. The court saw no obligation of the placement service to investigate the internal procedures of the employer. It ruled that the legal duty of the employment agency has been discharged once the prospective employee has been referred for employment. Although they have no legal obligation, many schools voluntarily investigate the employers of their graduates if they receive complaints. Such a practice is in keeping with Section 86.38 of Title IX which concerns employment assistance to students. The institutions are to assure themselves that employment is made available without discrimination on the basis of sex and are not to render services to those which do discriminate on the basis of sex in employment practices.

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The complexion of Title IX and other civil rights laws may change as a result of the action of the Supreme Court in May of 1979. The Court ruled that Gerald G. Cannon had the right to sue institutions of higher education on the grounds that they had violated Title IX. Previously, individuals did not have the right to sue under this statute but rather could only file a complaint with the Department of Health, Education, and Welfare (Fields, 1979).

DISCRIMINATION ON THE BASIS OF HANDICAP

Section 504 of the Rehabilitation Act of 1973, which went into effect on June 3, 1977, has already produced some landmark cases. The case of Barnes v. Converse College established precedent for future cases involving alleged discrimination on the basis of handicap. This case was decided even before equal protection under the law was guaranteed to handicapped persons by Section 504. Nelda Barnes was admitted to Converse College to meet requirements necessary to maintain her "out-of-field" permit to teach. Due to a severe hearing loss, she was considered handicapped as defined by the Rehabilitation Act of 1973. Barnes requested the services of an interpreter to be paid by the school.

Converse rejected the student's claim for an interpreter for two reasons: 1) Section 504 was not yet in effect, and; 2) Section 504 did not provide a private right of action. The Court decided in favor of the plaintiff and held that Barnes would suffer irreparable injury if she were denied interpretive services. As with the Cannon case mentioned earlier, the Court indicated that there was sufficient legislative intent in the history of the Act to provide a private right of action.

REVERSE DISCRIMINATION

One of the most widely publicized issues in recent court history has been that of "reverse" discrimination. DeFunis and Bakke are two well known examples. Since the DeFunis case was determined to be moot, the case of The Regents of the University of California v. Bakke will be recounted.

Bakke was denied admission to the Medical School of the University of California at Davis. The school practiced a special admission program for minority applicants. The case was finally decided by the United States Supreme Court in favor of the plaintiff but with an important addendum to the opinion.

The Supreme Court decided that the Special Admissions Program at the Medical School was, indeed, discriminatory because of the explicit racial classification. Bakke was to be admitted to the medical program because he was the victim of reverse discrimination. However, the Court was also of the opinion that race may be used as a criterion for admission along with other factors to insure racial diversity of the student population and academic access. In this regard, racial background along with other "hard" data such as test scores, grades, and class standing and "soft" data such as recommendations, work experience, history of overcoming disadvantage, etc., became an acceptable, usable criteria for granting admission to an academic program.

FRATERNITY HAZING

Although not a court case, the following situation calls for concern among those working with student organizations. Chuck Stenzil, a student at Alfred

University and a pledge of the Klan Alpine Fraternity, was locked in the trunk of a car with a pint of bourbon, a bottle of wine, and a six-pack of beer. He was told he would be released when the alcoholic beverages had been consumed. Forty-five minutes later, the trunk was opened and the young man was found dead, due to an overdose of alcohol and exposure to cold weather. The pathologist who examined the body felt he could, with the testimony of witnesses, prove manslaughter (Burstein, 1979).

The mother of the young man is in the process of trying to have a bill passed by the New York State legislature, making conviction for hazing a felony. At the present time, hazing is considered a misdemeanor in New York and North Carolina. Should court action result from this situation, university officials as well as the fraternity might be part of the action, since the university officially recognized the social group.

RECRUITMENT IN ATHLETICS

Seven former California State University athletes have filed a suit in the California Superior Court charging the university with illegal recruiting practices (The Chronicle of Higher Education, 1979). Although the case has not been adjudicated, it is included here because it raises questions that should be considered by professionals in student affairs. On many campuses, student affairs divisions are responsible for the administration of athletic programs.

The plaintiffs in this case have charged that they signed applications for federal loans which they thought were scholarship forms. When they asked questions about the loans, they were told that the athletic department would repay the loans for the students. The department did not repay the loans and the students have received bills requesting payment.

These former students also charged the university with "breach of contract" for failing to provide them with an adequate college education. Concerning the denial of proper counseling and advising, they charged that they were strongly advised by the athletic staff to over-load their schedules with courses which would be easily passable but would not count toward degree requirements. These particular students were not star athletes. They felt that their scholastic and athletic careers were damaged because they had been deceived by the athletic department.

STUDENT ACTIVITIES FEES AND STUDENT ORGANIZATIONS

Two cases of regional interest serve to illustrate situations that can arise concerning student activities fees and organizations. In 1974, the Durham Division of the U.S. District Court heard the case of Arrington v. Taylor with arguments for and against the use of mandatory student activities fees to subsidize The Daily Tar Heel, the student newspaper of The University of North Carolina at Chapel Hill. Taylor and others claimed that their rights were being violated because a portion of their required activity fee was being used to support a newspaper which allegedly practiced censorship and supported certain views and political candidates with which the plaintiffs disagreed. The university claimed the purpose of its support for the paper was due to The Daily Tar Heel's complimenting the educational process of the university and its providing a forum that stimulated participation and discussion on the part of students. The Court found no evidence to support the student claims.

Although it was not an issue in the above mentioned case, it is important to know that freedom of the press, a First Amendment right, protects student publications from "all encroachments on their editorial prerogatives by public institutions" (Kaplan, 1978).

In advising student organizations, administrators must help them know their obligations. For example, if an organization is substantially supported by a college or university, it may not discriminate on the basis of sex or race. The case, Uzzell v. Friday, concerned certain rules of student organizations at The University of North Carolina at Chapel Hill. The plaintiffs alleged that their civil rights had been violated because provisions existed that provided for certain quotas based upon race and sex in the composition of the campus governing body and the student court. The Court ruled that by stipulating that members of the government and honor court be of a certain race and sex both the Civil Rights Acts and the equal protection clause of the Fourteenth Amendment were violated.

Professionals in student affairs will want to keep abreast of these and other legal issues concerning students. The legal counsel of one's institution as well as loose-leaf services and newsletters can help administrators keep current on legal developments. A sensitivity to the law is essential in dealing with students on our college and university campuses.

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CURRENT TRENDS AND OPPORTUNITIES FOR STUDENT AFFAIRS IN MEETING THE NEEDS OF
NONTRADITIONAL STUDENTS

by

Robert K. White*

Historically, higher education, both public and private, has designed its programs for single, unemployed young adults and post-adolescents who could devote virtually all their time, energy and attention to pursuing a college education for a block of four or more years. However, this "traditional" student profile is not representative of a large proportion of the total learning force -- the mature adult, part-time or "nontraditional" segment of our student population. There are numerous adults across North Carolina eager to start, renew or continue their post-secondary education. Because of job and family responsibilities many of them find it difficult, if not impossible, to join the traditional mainstream of higher education.

The nontraditional student typically requires a far greater degree of flexibility in admissions requirements, course scheduling, registration procedures, and access to academic support services than institutions have been accustomed to providing for the traditional student. Some adults who have rich experiential backgrounds but few academic credentials are pressing for a definition of criteria for certifying learning and competence acquired outside the classroom. Such insistence directly challenges some assumptions and values long cherished.

Although the prime interest of nontraditional students is in career preparation, on the whole they tend to be highly motivated to learn in other areas as well. Their experience, maturity, and enthusiasm for learning can be stimulating for both traditional students and instructors. Nontraditional students are generally a challenging and rewarding group with which to work, and they are a desirable addition to student populations.

There is, however, also self-interest involved in seeking ways to accommodate nontraditional students and nontraditional credits. Institutional preservation at something approximating the present and immediate past levels of operation is dependent on maintenance of budgeted full-time equivalent students. The pool of annual high school graduates, the traditional student reservoir, will diminish over the next decade. Indications are that attendance patterns are shifting as well. Increasing numbers of traditional college-age students are postponing college entrance following high school graduation or are breaking the continuity of their program -- "stopping-out" at intervals to earn money, gain experience, or both. To maintain full-time equivalent student enrollments, and hence budgetary integrity, institutions increasingly are welcoming non-traditional students into degree programs and eliminating artificial and irrelevant barriers to recruitment and retention. There have been instances, unfortunately, where nontraditional education has been allowed to compromise academic integrity to accommodate students and to balance budgets. This is

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a danger that student affairs staff must be as vigilant as academic departments in guarding against.¹

NONTRADITIONAL STUDENT DEFINED

The nontraditional student, as distinguished from the traditional student, is one who is

1. financially independent of parents;
2. largely responsible for him or herself, and frequently directly responsible for the well-being of others;
3. perceived by others as generally fulfilling several roles typical of mature adults in our society (e.g., worker, taxpayer, voter, concerned community citizen, spouse, parent); and
4. a perceiver of formal educational activity as only one of several competing priorities, and often as an incidental activity, though one of increasing importance.

The nontraditional student population encompasses both the economically and socially advantaged and disadvantaged.

Nontraditional academic programs, then, are those designed primarily for students fitting the above definition. These programs do not always mesh comfortably with traditional programs for which credit is easily determined. Frequently nontraditional programs possess one or more of the following basic characteristics:

1. they are relatively free of time and space constraints;
2. they emphasize diversity in curriculum and instruction for the individual rather than uniformity for the group;
3. they view the needs of the student as taking precedence over the needs of the institution;
4. they have minimal requirements for full-time study or on-campus residence during any portion of the degree program; and
5. they provide opportunities for assessment of prior learning.

POLITICAL, ECONOMIC AND DEMOGRAPHIC TRENDS

Of all the variables to deal with in speculating about the next decade in higher education, none is more influential, or uncertain, than public policy. Public

¹Portions of this paper, the preface and section on admissions in particular, have been taken with only minor changes from the report of the Nontraditional Education Subcommittee to the North Carolina Joint Committee on College Transfer Students, June 1979. The author was a member of the subcommittee and a principal co-author of the report.

policy generally implies fiscal policy, although not exclusively, and Federal fiscal policy especially. The American Council on Education estimates that shifts in public policy can affect enrollment projections as much as 10 percent either way.

Just as the "GI Bill" altered attendance patterns at institutions of higher education (IHE) after World War II, so could public policy once again transform attendance patterns over the next decade. To date, part-time (less than half time), and nondegree students have not been included in Federal financial aid programs. Most nontraditional students fall into one of these categories. This policy will change, it is predicted, but exactly when and to what degree are unclear. Virtually all the associations at "One Dupont Circle," in Washington, D.C., are either in support of or actually lobbying before Congress for financial aid for nontraditional students.

Congressman William R. Ratchford (D-CT.) has recently introduced a bill, H.R. 4531, The Lifelong Learning Act of 1979, which is designed to improve access to higher education for nontraditional students of all ages.

Developing formulae for aid to nontraditional students, deciding who should get how much, is even more complex than for traditional students -- their needs are different and their resources are so much more varied. The diversity of this group is proving a stumbling block. Contrived formulae cannot be generalized for nontraditional clientele to the extent they can be for students essentially dependent on parents and having relatively few noneducational obligations.

Veterans benefits will be declining over the next few years as fewer eligible veterans will be in school. These dollars would theoretically be available for nontraditional students. However, opinion about public spending is shifting toward the conservative. There is a growing clamor for a balanced Federal budget to control inflation.

Both public sentiment and tax dollars directed into higher education appear to be favoring the innovative, nontraditional programs; commitment is toward broadly educational institutions and away from the traditional, more narrowly academic, colleges and universities. The best hope for working adults, minorities, and blue collar families, many think, are the comprehensive colleges and universities, which are for the most part publicly supported.

Even while public sentiment increasingly favors nontraditional higher education programs, a growing prevailing mood to control public spending may effectively counter the reallocation of old dollars or the consignment of new dollars to this already heavily subsidized sector of the economy. Congress may decide that aid to nontraditional students is an area where the Federal budget can be cut with relatively few repercussions.

The health of the nation's economy is a key to everyone's welfare. The economy generates the jobs by which people and businesses earn income. That income pays the taxes which support essential public services like higher education. If the economy falters, everyone suffers. In spite of pervasive gloom, the signs for the 1980's are generally good; it seems reasonable to say now that the nation will emerge from the next decade no worse off than at present. Economists generally expect steady growth with the usual occasional interruptions in the overall upward trend.²

² Changing Times, "The 1980's--Problems, Promises and Surprises," January, 1979, pp. 7-12.

Most population projections forecast a slower rate of population growth for the 1980's. Consider this trend with growth in real income, a trend to smaller families and two-income households, and this probability about the 80's emerges; households in general will have fewer people on which to spend their money. People with more money to spend on themselves tend to buy higher-quality goods, personal services and expensive leisure activities. In other words, they boost their standard of living, and a correspondingly increased involvement in learning activities is likely.

A close examination of population trends and projections for the coming years indicates who higher education's clientele will likely be. In general terms and with emphasis on those population sectors of prime interest to IHE:

-The nation will experience an aging population over the next two decades; birthrates are decreasing.

-Numbers of high school graduates will begin declining in the early 1980's and the decline will continue well into the 1990's. A 20 percent drop is anticipated between 1980 and 1990.

-The number enrolled in undergraduate degree credit courses and programs at IHE will grow; by how much depends on whose statistics are used. The increase, of course, will be accounted for by growing numbers of nontraditional student enrollees.

-Except for undergraduates planning to major in engineering, or other technological areas, business management or accounting, and for those planning to go on to graduate or professional school, alternatives to attending college right out of high school will become increasingly attractive. Technical training will open more entry-level doors than will a general college education. Men and women 18 to 20 will more often opt for technical schools, or work, or for what might become higher education's strongest competitor, the Army. The foot-slogging, infantry man has been phased out as the symbol of the Army - the technician is in. The Army needs bright young men and women to handle its new sophisticated weaponry. The effectiveness of the all-volunteer Army is still questionable but there does not appear to be much sentiment favoring reinstatement of the draft at this time. The Army is going to recruit in the 80's even more aggressively than it has in the recent past, offering increased salaries and benefits, excellent technical training in skills easily transferred to civilian life, and opportunities and financial support for part-time attendance in higher education while in the service and full-time attendance following discharge.

-In the late 1980's more of the work force will fall into the 25 to 55 age range, the years of greatest energy, stability and ambition. Competition for promotion and raises will become intense because of the relatively greater number of persons eligible for them. This competition coupled with the need for constant re-education brought about by technological change will account for an exceedingly high level of demand for professional and job related continuing education. It is in this regard that the term "lifelong learning" takes on true relevance for most adults. People will find, especially as they move up in their organizations, that they must engage in recurrent training throughout their work lives.

In short, the nation will shift from one getting younger to one getting older. The position of youth as arbiter of tastes and fashions will fade. Nowhere are the implications greater than they are for education. The concerns of middle-aged and older Americans will occupy the attention of higher education as never before.

The literature of higher education is emerging from a period where it has been dealing with the concept of a learning society as a romantic ideal, something to be working toward. It is now moving from statements of general affirmation of the desirability of developing broad-based systems of lifetime learning to more precise statements of exactly what would be required to make such a vision operational.

There are many reasons for this increased interest in life-long learning, but chief among them is that until recently we assumed education to be 'preparation for life and work' not the primary tool necessary for the continuing comprehension, development and enrichment of life and work. The tenet of education ending and work beginning at 16 to 18, or 22 was workable as late as the 1930's. But since World War II the rate of change in the lifestyles of mankind has made living at anything more than a subsistence level and learning truly synonymous. And by this is meant formal, planned, structured, systematic learning - education, not haphazard trial-and-error learning.

To paraphrase the words of the Commission on Nontraditional Study: For the balance of this generation and for succeeding generations, full opportunity to learn will no longer be limited to the young; it will be for everyone, in all walks of life, for whatever purposes are beneficial. It will not be reserved to a single period of life, it will be a recurrent opportunity; an opportunity to update a skill, to broaden the possibilities of a career whether old or new, or to add intellectual zest and cultural enrichment throughout life. No longer will it be the single opportunity of a lifetime; it will be a total lifetime opportunity.³

Throughout adult developmental stages, differences between "student" and "working" adult will likely blur over the coming decades to the point of being virtually indistinguishable. The tenet that a young person would devote full time to completing his education before embarking upon his adult role in society may become as obsolete as the notion that an adult has left his school days behind forever.

One serious problem confronting university student affairs administrators is the apparently increasing rate of underemployment and open unemployment among higher education graduates. Some recent entrants into the labor force find it difficult to secure the kind of job they are seeking and end up accepting employment at a lower level than sought, taking positions in which job requirements do not draw fully upon their skills. The word has gone round that higher education may no longer be the ladder to success that it only recently was assumed to be.

The current oversupply in the work force will more closely align with available entry-level jobs in the latter 1980's as there will be fewer young adults seeking them. Even with fewer candidates, competition for the most desirable jobs will remain tight; our young, able graduates will still have to scramble for them. The number of workers with college degrees will increase faster than will the number of professional and technical jobs they feel best qualified for.

There will be growth in service, clerical and supervisory or management jobs in the coming decade. Only a small proportion of these will actually require a college education. However, because of the oversupply of college graduates

³Commission on Nontraditional Study, Diversity by Design, San Francisco: Jossey-Bass, Inc., 1973, p. 12.

available, the bachelor's degree may continue to be used as a preliminary screening device, assuming the courts do not prohibit this practice.

As the labor market is saturated with college graduates, earning a four-year degree to increase one's employability is becoming less important as a motivating factor for attending college. Alternative postsecondary educational options are attracting more students who in former decades would have gone directly to college from high school. In later years, however, a good proportion of these adults who either do not have an opportunity to, or do not elect to, attend college immediately after high school are going to want a second chance, especially if they find their career progress blocked by the lack of appropriate academic credentials.

As employment patterns shift, so patterns of college attendance are altered. Students break the continuity of their programs, "stopping-out" at intervals to earn money or gain experience. They change easily from full-time to part-time, or drop out with plans to return later to finish the bachelor's degree. Alternative means of earning an undergraduate degree, such as the external degree, are growing more attractive to our transient, highly mobile student body regardless of age.

Adults securely employed for a number of years are with increasing frequency finding that changing job requirements require acquisition of new, or up-dating of old, knowledge and skills. Frequently these people cannot be accommodated by traditional on-campus, day-time classes.

Women whose schooling was interrupted by the responsibilities of motherhood, poorly prepared members of minorities anxious to exercise their rights of equal access to employment and mid-life adults seeking fulfillment through a career change, all must be increasingly able to look to postsecondary education for assistance in meeting their personal and career developmental needs.

This discussion could go on. The point is that adults have decided needs for lifelong learning opportunities and are beginning to demand educational parity with youth. Institutions of higher education are responding to that demand.

SUPPORT SERVICES FOR NONTRADITIONAL STUDENTS -- AN OPPORTUNITY FOR STUDENT AFFAIRS

Responding to the evident need cited above for providing lifelong learning opportunities will require institutions to adapt to the different circumstances and requirements of nontraditional students. They will not likely appear before admissions officers with high school records and "SAT" scores in hand. Their weekdays will not be free from 8 a.m. to 5 p.m. Institutional modes of operation evolved over decades of working with traditional students are too often proving to be formidable barriers. To adequately serve this growing clientele, institutions must reshape admissions policies and procedures -- not standards -- and rework administrative patterns to assure the nontraditional students access to the programs they need.

The nontraditional student has become a fixture on the postsecondary educational scene. Although not the case locally at this time, nationally the "over age 24" student is now in the numerical majority and part-time students comprise 40 percent of total enrollment.⁴ The diversity of this population coupled with the bewilder-

⁴ National Center for Educational Statistics, U.S. Government Printing Office, 1978 ("Digest of Educational Statistics 1977-78," p. 76; and "Projections of Educational Statistics to 1986-87," p. 158).

array of higher educational programs available to them make the provision of advising, counseling, and other student support services at times and in places convenient for them a priority of the first magnitude.

THE NATURE OF NONTRADITIONAL STUDENTS

Adults are not simply tall children. In a learning environment they differ significantly from adolescents in ways which affect how they relate to that environment. For student affairs staff the important differences are in values, attitudes, expectations, interests and motivation. Typically adults have assumed more roles and responsibility than youthful students. They have had not only more but substantially different life experiences and they generally expect formal learning to relate to those experiences - to "make sense" and somehow be applicable within their frames of reference. If it does not, adults are much more likely than adolescents to withdraw from or reject the learning situation unless there is strong external incentive, such as a higher salary, to continue. Adults are accustomed to making decisions and expect recognition of their experience. As students, they are less inclined to passivity, and generally indicate a greater willingness to be assertive and proactive participants than their adolescent counterparts.

Youth traditionally have entered learning experiences with the notion that they would be stored up for later use; living begins after learning is completed. (This orientation may be changing for adolescents and young adults!) Clearly more mature adults insist on putting their learning to work relatively soon. They are less subject-matter and more problem-solving centered even when learning has no more immediate application than a better understanding or appreciation of some remote aspect of life. Adults want and expect their learning to help them understand and deal with those situations faced daily.

Adolescents generally go to school because they "have" to, adults because they "want" to. They attend because they need to overcome a specific sense of inadequacy (although they might not phrase it as such) and they continue only so long as that need is satisfied.

No trait distinguishes the adult from the adolescent more than the ratio of independence to dependence. The more effectively independent one is, the more adult one is considered to be.

Adult Americans have tacitly acknowledged that the times compel viewing living and learning as synonymous while IHE have been debating how to accomplish this end. Patrick R. Penland recently surveyed self-planned instructional activities of adults. His results were reported in the November 27, 1978 issue of the Chronicle of Higher Education. Penland concluded that 80 percent of Americans over age 18 are involved in self-planned instruction--an activity he describes as planned and sustained attention to a topic for at least seven hours over a period of at least three days. They average three study projects a year. The average time devoted to self-initiated learning projects is 155.8 hours (a 3-semester-credit-hour course normally requires 45 contact hours and, by rule of thumb, 90 preparation hours, a total of 135 hours). About 7 percent involve formal subjects, 16 percent "intrapersonal" or self-improvement subjects, and 75 percent "practical" subjects. Although adult learners use a wide range of community resources in their learning projects, less than a fourth use a class or

organized group for assistance. The reasons given for avoiding formal classes are a desire to control their own learning and to set their own learning pace and style. They are truly independent learners.

Allen Tough in a review of over 20 adult learning studies conducted during the last 10 years suggests that most adults are continually involved in some sort of major learning project, and generally are involved alone. He concludes at least 90 per cent of adults engage in at least one major project each year, although more typically adults conduct five such projects annually. A typical project averages about 100 hours and over 70 percent are self-planned. Tough also defines a learning project as a "highly deliberate effort to gain and retain certain definite knowledge and skill over sessions totaling at least seven hours." Tough cited one finding of particular interest. Professionals and the more highly educated tend to need more help in setting goals, locating expert assistance, finding information and materials, dealing with difficult parts of their projects, and finding sources to assist in evaluation. Two inferences can quickly be drawn. One is that their projects are undoubtedly often more difficult and complex and such that require the input of specialized expertise. The second inference, however, is that formal education produces overly dependent rather than independent learners. Certainly a critical responsibility of educators is to facilitate goal-setting, finding expert assistance, gathering information and materials and evaluating program outcomes. But perhaps an even more critical responsibility is that of facilitating the development of independent learners. IHE must be as concerned with process as with content.⁵

These characteristics have consequence for both the instructors of adults and the student personnel professionals providing support services to adults. Again, unless powerful external motivating factors are present, adults forced into lasting passive, dependent relationships, not atypical of traditional learning situations, have an effective response--they simply quit attending.

One of the most important tasks the student affairs staff can undertake is that of helping both instructors of traditional students confronted with teaching nontraditional students, and the nontraditional students themselves, to understand these critical differences in order to cope with them. It would be entirely appropriate for members of the counseling center to provide short orientation workshops for faculty beginning to teach adult students. Ideally, these workshops would be conducted in partnership with faculty seasoned in working with nontraditional students.

ADVISING, COUNSELING AND REFERRAL

There is a consensus among knowledgeable observers, currently reflected in both popular and professional literature, that the most critical need nontraditional students have in common is the need for sound information, counseling and advising. It is in the area of providing general educational and career counseling and advising that student affairs can make the greatest contribution to nontraditional students.

Why the need for special counseling and advising services for nontraditional students? Are they not typically more mature, highly motivated, and goal-directed

⁵Training Today, 'New conclusions on why and how adults learn,' January 1979, pp. 8-10.

than traditional students? Can they not look after themselves? Yes and no! The greatest strength of the higher educational system in the United States is its breadth, scope, diversity, and decentralization. But these characteristics confound the problems faced by adults wanting to initially enter or to re-enter the system. Its very complexity makes it difficult to get complete, current and accurate information and to select educational programs appropriate to one's needs, objectives and capabilities.

Uninformed adults often perceive the system in its totality as an alien and bewildering environment; unfortunately, sometimes even as an indifferent, hostile one. Many feel insecure and tend to underestimate their ability to cope with formal school work - their memories of youthful school experiences are frequently negative. Many adults confronting the system after being away from it for a time need, at least initially, a knowledgeable and supportive counselor to serve as an informed guide and advocate as they cope with its necessary, but sometimes intimidating, bureaucratic structures.

Responding to the need to enable adults to gain more easily and effectively access to postsecondary education necessitates a systematic means for providing them with both information and assistance in processing that information. This means not only information about higher education with all its variables and options, but also information about the students themselves and, of particular importance, the bearing the latter has on the former in terms of personal goals and aspirations. Help in understanding all that is involved between a nontraditional client's realization of his goals and satisfying the requirements for matriculation at and graduation from a particular institution is a most critical element in individual decision-making about returning to formal schooling.

Much of this assistance can and does come from institutional admissions and counseling personnel. Another recent and significant response to the need for adult learning support services is educational brokering. As its name implies, the educational brokerage serves as a go-between for potential learners and institutions interested in serving them. There has not yet emerged a universal organizational model or title for brokering, though the Education Information Centers concept is a leading candidate (Title IV, Higher Educational Amendments, 1976). There is instead a range of terms used when referring to it and a variety of local formats designed for carrying out the function. Some characteristics do appear in common from one locale to another, however. These are: (1) the agencies are usually community based and non-profit, serving the needs of a well-defined, manageable population or region (although normally nonprofit, some may charge modest user fees); (2) they are client oriented and generally institutionally neutral; (3) they provide comprehensive information about all learning resources in a given region, and in so doing often provide a valuable link between institutions; (4) the agencies function as a two-way communications resource within an educational community, providing not only information about institutions to prospective learners, but also information about the learners back to the institutions; and (5) although performing a dual communications role, the brokering agency functions primarily as a client advocate. The learner's interests, not those of the institutions, are of first concern.

Brokering is sufficiently established to have a national organization, the National Center for Educational Brokering headquartered in Washington, D.C. Nonprofit brokering agencies and student affairs divisions are normally natural allies and should form close working relationships. Some brokering services

are commercial ventures, charge large fees, and sometimes make unwarranted and exaggerated claims to prospective clientele. Relationships with "for-profit" brokering services should be discouraged or at least approached with great caution!

The objectives of both counseling and educational brokering are generally to assist clients:

1. in defining personal and career goals by facilitating personal assessment, value clarification, vocational exploration and decision making, and long-term life planning;
2. in setting objectives for further education or training by determining the kind of competencies and/or certification required;
3. in selecting appropriate learning experiences to achieve the specified competencies and certifications; and
4. in gaining access to the institution(s) providing the desired learning experiences by not only assisting with admissions and financial aid procedures, but by also facilitating equitable recognition of prior learning by the institution.⁶

To these ends services typically provided to adults by counseling agencies are:

1. educational and occupational information acquisition and dissemination;
2. educational and career counseling and testing;
3. financial aid counseling and admission assistance; and
4. referrals to other departments, agencies or institutions as needed.

Counseling is also of service to persons who, though not immediately interested in enrolling in an educational or training program, do want or need to assess their own interests, aptitudes and personal competencies - their "potential for growth." Not infrequently such new self-knowledge will lead to seeking out structured ways of realizing growth, including formal coursework.

PEER ADVISING

Nontraditional students may often be initially more comfortable seeking aid from a "peer" advisor who has successfully re-entered an IHE himself or with a peer group which can provide both information and support, than with a professional counselor or faculty adviser. Trained peers can free professional staff from contacts involving repetitive details and in so doing extend the range of counseling services and provide a practical and economical means of

⁶Bulletin, National Center for Educational Brokering, Vol. 2, No. 2, January 1976.

meeting a growing need for general counseling and advising support for non-traditional students. The literature is replete with descriptions of peer advising models implemented at IHE in recent years.

Key elements in the success of a peer advising program are careful selection and thorough training of peer advisers and continuing follow-up and supervision by professional student affairs staff.

ADMISSIONS

Although admissions is not always a student affairs function or responsibility, admissions concerns are an integral element in sound educational counseling. The admissions office, regardless of its location in the organization, and counseling must work "hand-in-glove" to serve adequately the nontraditional student.

As IHE consider guidelines relative to the admission of nontraditional students, they need to do so within the context of the following broad questions:

1. Should "nontraditional" applicants for admission be held to essentially the same admissions criteria as established for traditional students or should substantially new and different sets of criteria be determined? Are there valid bases for distinguishing between the two groups?
2. If new or different admissions criteria for nontraditional applicants are needed, what conditions should be taken into consideration in establishing them? What are the most valid and reliable means for assessing academic capability in non-traditional applicants? What is the necessary balance between the use of objective data and subjective judgment?
3. To what extent and in what manner should extra-formal learning experiences be taken into consideration in making admissions decisions?
4. To what extent are institutions of higher education obligated to provide remediation for nontraditional applicants not meeting minimal admissions standards?

Within the context of these issues, the guidelines below are offered:

1. Each institution must examine its mission and determine its own purpose and capacity for serving the nontraditional student.
2. Policies and procedures for nontraditional students should be such as to promote, not inhibit, accessibility to higher education.
3. Admissions requirements and procedures for nontraditional students should emphasize evidence of capacity for learning over demonstrated content mastery. The former is the more important in an occupationally mobile society where subject matter is being increased and updated at almost geometric rates.

4. Admissions officers and committees should be flexible in considering applicant qualities and characteristics probably more relevant to predicting academic success for nontraditional students than high school grades and standardized test scores.
 - a. Such characteristics as the following should be considered:
 - (1) Strong personal traits such as (a) willingness to accept a substantial measure of personal responsibility for achievement or failure, (b) positive self-concept, (c) emotional toughness evidenced by perseverance in the face of frustrating circumstances, and (d) an ability to distinguish realistically between what is desired and what is possible;
 - (2) Evidence of achievement motivation through (a) success in any activity which has required sustained effort, and (b) intense motivation to improve the circumstances of one's life;
 - (3) Indication of intellectual ability, the capacity to think and plan creatively, ability to organize, and/or leadership potential;
 - (4) Subjective evaluations accruing from (a) personal interviews, and (b) recommendations of counselors, employers, teachers, social workers, etc.
 - b. Some means for determining if prospective students have these qualities and characteristics include the following:
 - (1) References;
 - (2) Admissions conferences; and
 - (3) Documents such as resumes and portfolios.
5. Admissions officers and committees must apprise themselves of assessment instruments (particularly of reading, verbal and mathematical competencies) especially appropriate for advising and counseling nontraditional students.
6. Colleges and universities actively recruiting nontraditional students are obligated to provide them with opportunities for remediation in fundamental composition, reading and mathematics competencies, if needed.
7. Although nontraditional students should be expected to achieve essentially the same competency levels as traditional students prior to admission to degree programs, admissions officers and committees should be flexible in providing means for demonstrating these competencies. High school performance and SAT/ACT scores may not accurately reflect the present capabilities of many nontraditional applicants. For example, a special student might be admitted to a degree program following completion of at least 15 semester hours with a "C" average or better on a specified course program.

ORIENTATION PROGRAMS FOR NONTRADITIONAL STUDENTS

The bulk of the nontraditional students will want and need general information about the institution and its programs, but will not feel a need to receive this assistance in a counseling setting, either individual or group. For these students a comprehensive, readable handbook in combination with other literature typically published by various academic and student affairs offices will normally suffice. A regularly published newspaper written explicitly for nontraditional students can also be an informative and useful adjunct to the handbook.

Nontraditional students wanting or requiring additional assistance in making a return to formal schooling can usually benefit from structured orientation programs. Each institution will need to experiment to determine the format or formats which work best for it and its nontraditional student clientele. As a general rule, an on-going program composed of relatively short (2 to 3 hour), intensive and discreet content sessions may be more effective for adults than the relatively more extensive one- to two-day resident programs commonly used with traditional freshmen. Each session should be structured to either stand alone or fit into a total program. By offering each session on separate evenings an adult can pick and choose in such a way as to design his own orientation program suiting his own unique needs.

However, as the needs of adults vary, so do their schedules. There are those who may prefer an all day Saturday session to giving up a number of evenings. These all day sessions could be followed by an option of attending subsequent and more narrowly prescribed content programs. As indicated IHE must be flexible and willing to experiment to determine which program format or combination of formats best serves their particular clientele.

Regardless of format, there are undoubtedly several content areas most student personnel workers and adult students would concur ought to be included in any orientation program. These would be:

1. Procedures - the "nitty-gritty" routine but necessary information about matters such as admission, registration, advising, dropping and adding courses, credit-by-examination and paying fees.
2. Support services and how to take advantage of them - counseling, career planning and placement, tutoring and other kinds of learning assistance, reading and study skills improvement programs and financial aid.
3. Academic advising and course selection - here it is highly desirable to involve members of the teaching faculty, no matter what the degree and kind of involvement of student affairs staff.
4. Programs and activities offered on campus either intended specifically for nontraditional students or of interest to them.

Beyond these essentials, the range of content is limited only by the experience and imagination of the student affairs staff responsible for orientation and the expressed or perceived needs of their nontraditional clientele.

If orientation groups can be kept small enough and maintained long enough it can often be beneficial to participants if they are given an opportunity to air, share and work through some of their common concerns and arxieties about returning to school.

NONTRADITIONAL STUDENT ASSOCIATION

Establishing an organization with which nontraditional students can identify and from which they can draw support as they adjust to a new and different environment should be a high priority objective of student affairs divisions in IHE attracting substantial numbers of nontraditional students. Examples of such an organization are Students-Older-Than-Average (SOTA) and Cross Keys. SOTA is essentially a social group and located on a number of campuses across the country following its origin at the University of Texas (Austin) in 1971. Cross Keys is a service fraternity for evening and part-time students with home offices at Saint Joseph's Evening College, Philadelphia.⁷ Cross Keys also has chapters on several campuses. The organization provides student assistance in work of the evening college or evening division such as help at registration, in admissions, as campus guides, in publishing special newspapers, and in organizing social events for part-time students.

Alpha Sigma Lambda is the National Honor Society for Students in Continuing Higher Education. The Society both promotes and recognizes high scholastic achievement among adult students. It strives to provide a stimulating impetus to highly motivated adult students in higher education early in their academic career. The camaraderie and support of Alpha Sigma Lambda are perhaps its best incentive for being. The Society not only brings together outstanding students and faculty, but also offers each individual member an exposure to interests other than their own.

The sincere adult student frequently experiences difficulties with job transfers, illnesses, finances, births, deaths, weather, discouragement, and time lapse. All too often, adult achievers are not adequately recognized for their academic excellence. In many IHE, honors societies are open only to full-time traditional students. Alpha Sigma Lambda offers a way of providing academically talented adult students with the peer, institutional and national recognition they deserve.

Whether the student association is essentially service or socially oriented, one function which is likely to emerge as the organization matures is that of "lobbying" - representing the interests of nontraditional students before the administration. Although this may not be a purpose which student affairs will necessarily wish to promote during the organization's formative period, if fostered constructively at the appropriate time in its development, the association's lobbying function can evolve into a productive communication channel between faculty, administrators and nontraditional students.

⁷For information about organizing a local chapter of Cross Keys, write to Paul R. Betz, Associate Dean, Saint Joseph's Evening College, Philadelphia, PA 19111.

⁸For an information booklet which describes the history of Alpha Sigma Lambda the procedure for establishing a Chapter, its Constitution and the Ritual used at inductions of new members, a roster of current members and an Application for Membership, write John Fixl, Secretary-Treasurer, King's College, Wilkes-Barre, PA, 18711.

EPILOG

In North Carolina, as across the nation, LHE are increasingly viewing learning as a lifelong process and formal learning as an intermittent process which does not end with graduation from high school or even college, but instead lasts throughout the adult life-span. Part-time adult students requiring nontraditional education and support programs should be viewed as an opportunity for and the responsibility of all components of higher education including student affairs. Adults need the opportunity to engage in and to disengage from formal learning activity as their life situations change. Institutional policies and procedures should be designed to facilitate this need and divisions of student affairs are admirably suited to advocate for the flexibility required to cope with the special circumstances of nontraditional students. The idea of being the nontraditional student's advocate before the administration and academic departments may be anxiety producing and seem out-of-character for some traditional student affairs staff. However, it can be done in a low-key, positive, entirely appropriate fashion.

One legitimate concern for student affairs staff is facilitating access to their respective institutions. This is particularly true in those institutions where admissions is a part of student affairs. Student affairs staff can effectively facilitate access, or advocate, for nontraditional students in a variety of ways. The task becomes easier in institutions planning to counter the predicted drop in traditional students by attracting increased numbers of nontraditional students. Here are some of the things student affairs staff can do.

1. They can broadly analyze the nontraditional "market" in the area their institution serves, becoming aware of the educational needs of these potential students, especially needs for information, counseling and referral services.
2. They can relate the results of their "market analysis" back to faculties, emphasizing the differences between traditional and nontraditional students and the modifications to traditional academic programs and administrative procedures and services necessary to meet the special needs of nontraditional students. Student affairs can serve a "brokering" role, initiating contacts between academic departments and faculty on the one hand and representatives of nontraditional populations and employers on the other, to stimulate need exploration and program development or modification. It was earlier suggested that student affairs can initiate orientation workshops for faculty and staff inexperienced at working with nontraditional students.
3. Student affairs can take the initiative in assuring that prospective nontraditional students have access to the kinds of student support services they are most often directly responsible for providing: information, counseling, career planning and placement, student organizations, programs and activities, remediation (in some cases) and re-entry learning skills (reading, taking examinations). Student affairs bears the greater part of the burden for being certain the nontraditional students, prospective and enrolled, have the kind and amount of information needed for their individual goal-setting and decision-making; information about both the institution and about themselves.

4. It is not always sufficient that access to student services be assured on-campus, even at hours and in places most convenient to nontraditional clientele. Often the most, and in some cases the only, effective means of getting the attention of prospective nontraditional clientele is to get off campus and on to neutral ground, or even onto their "turf." This means being prepared to "set up shop" in libraries, housing developments, shopping malls and work-sites. Counselors must further be prepared to provide a variety of approaches to helping nontraditional clientele assimilate information. The disadvantaged, undereducated and academically inexperienced will need relatively extensive one-on-one counseling. The better educated can utilize printed material, group sessions and self-instructional packages, including computerized guidance systems. In many instances, the task will be changing self-concepts and the image of formal learning, not simply disseminating information.
5. Student affairs can aggressively publicize and promote their student support services within the community using the full range of media available to them; radio/TV public service announcements and talk shows, newspapers advertisements and "community calendars," brochures, public transportation advertisements, displays, posters, newsletters and encouraging "word-of-mouth" promotion by students. Ask the nontraditional students to tell others if they like the services they are getting, but to tell the division of student affairs if they don't!

There is broad range of peripheral but related issues to which student affairs staff must be attuned if they are to serve effectively as advocates for non-traditional students in their home institutions. Some of these issues are discussed briefly in the following paragraphs.

There will be an increasing need for, and subsequent pressure on IHE to produce an array of general education programs of varying format, length, and degree of difficulty for adults of all ages and life stages. Reasons for engaging in them will be as varied as the participants themselves: to broaden cultural backgrounds, to acquire new or improve both vocational and avocational skills, to use leisure time more constructively, or to counter boredom and loneliness. Of particular interest and importance will be providing for the retired and elderly as life spans lengthen. There is no better cure for the disease of old age than an active, interested mind, a stimulating environment, and continuing association with people of all ages. Most people prefer wearing out to rusting out.

Nontraditional collegiate credit programs leading to degrees are currently receiving extensive coverage from both the popular press and professional journals. More than any other issue in higher education, nontraditional programs have captured the imaginations of educators and laymen alike. IHE have been truly creative in devising new means of both delivering and certifying learning experiences. It's been a breath of fresh air which, unfortunately, has sometimes come more as a whirlwind than a zephyr. A lot of dust is going to have to settle before our perspective clears on some of the more controversial programs. The whirlwind keeping most of the dust stirred up is that of awarding credit for "life" experience. It is this issue more than any other which is

making traditional faculties uneasy about structuring programs specifically for nontraditional clientele. There have been abuses. Some IHE have embraced this new opportunity a bit too injudiciously and have been unjustifiably generous in awarding credit for experiential learning in an eagerness to win commitments from new, hard-bargaining clients. John Sawhill, president of New York University, wrote a rather damning editorial on this problem in the (1978-79) January-December issue of Change. He entitled his article "Lifelong Learning: Scandal of the Next Decade?", and in it he said that higher education, "is approaching the territory of lifelong learning with . . . a sense of dignity reminiscent of the California Gold Rush."

There are undoubtedly instances where there are firm academic bases for acknowledging learning acquired through experience and awarding appropriate amounts and kinds of degree credit for them. One organization - the Council for the Advancement of Experiential Learning (CAEL) has done a prodigious amount of work in developing sound and substantive guidelines for assessing experiential learning in an academic context. The CAEL guidelines and methodologies are presently the definitive work in planning and assessing experiential learning.

To be most useful and comprehensive, lifelong learning must integrate formal learning with extra-formal learning acquired from job and life experience. This is a fundamental tenet in continuing education. When credit programs are involved, there are going to be occasions when reasonable amounts of credit should be awarded for relevant experiential learning when such learning can be demonstrated and documented by relatively objective means. When the practice of recognizing and acknowledging extra-formal learning becomes institutionalized, a particularly powerful tool will have been acquired for recruiting, counseling and advising working adults, as well as for assisting faculties in evaluating educational achievements of potential adult students and identifying those areas where additional competence must be acquired before a given credential, certificate or degree, can be awarded.

IHE are no longer in the seller's market enjoyed in the 1950's and 60's. The institutions most likely to prosper in the years immediately ahead are those which produce programs clearly meeting the needs of their clientele. However, institutions would be ill advised to start nontraditional programs purely for mercenary reasons.

There are hidden costs to be aware of if IHE are successful in attracting non-traditional students in large numbers. It requires 2 to 3 part-time adults to make one full-time equivalent student, yet each will require as much if not more in the way of academic advising and career counseling as traditional students. Adults can be even more insistent on adequate attention than traditional students. Work loads will be increased without generating substantial amounts of corresponding new money to hire additional staff - IHE will have to run faster to stand still.

If due attention is not given to the adequacy of programs provided, especially in the areas of academic advising, course content, instructional facilities, and evaluation of performance, both nontraditional programs and students will be regarded as "second class."

Earlier it was implied that the "B.A." has been somewhat devalued as an entry-level credential for young adults but IHE are counting on it remaining attractive

to certain working adults. However, the disciplinary approach is frequently less attractive to nontraditional students than to traditional students. The future of the liberal arts baccalaureate for adults may be with the Bachelor of Liberal Studies (General Studies; Independent Studies).

An example of such a program is the Bachelor of Independent Studies (BIS) at the University of South Florida, Tampa. The BIS curriculum is one of interdisciplinary studies and divided into four study areas -- social sciences, natural sciences, humanities and interarea studies. The first three are substantive in nature and the last is an integrative experience.

The delivery system is predominantly external. The student completes each of the three substantive areas through a tutorial which involves reading at home under the direction of a faculty adviser, and a resident seminar. The average student completes a tutorial in 13-15 months. Each area seminar requires three weeks of campus residence. The final area -- interarea studies -- calls for an integration of the central learnings of the three substantive study areas via a thesis. The student spends one day on campus for an oral defense of the thesis. The delivery system takes the program to the learner whose lifestyle is incompatible with traditional, resident study.

Adults in mid-career attracted to degrees similar to the BIS often do not need an education or specialized training to get a job. They are frequently already employed and have the specialized training required for their employment. What these adults want and need is the kind of education that will help them survive and function as contributing members of a rapidly changing society. In many instances, adults simply need a college degree to be more competitive and promotable within their organizations.

The BIS and similar programs represent an effort, then, to furnish adults with the broader perspective so necessary for responsible decision-makers in the twentieth century. They appear to be gaining in both popularity and credibility and may be a "shot in the arm" for the degree program still most symbolic of what is generally meant by a "college education."

Finally, IHE choosing to institute nontraditional degree programs to meet the unique educational needs of nontraditional students should advise students planning to enroll in these programs of the uncertainty of the full acceptance of the programs by all graduate schools at this point in time. Institutions that develop nontraditional undergraduate degree programs should assume the responsibility for thorough articulation of the nature and purpose of these programs to the graduate school community. Graduate schools and departmental admissions committees should be open-minded and receptive to accepting undergraduate degrees and credit earned at accredited institutions in nontraditional ways, such as by standardized examinations, assessment of experiential learning, and attendance at service or industrial schools judged to offer the equivalent of college-level instruction by committees of the American Council on Education. Such credit is certification by qualified faculty that specified knowledge, skills, and competencies have been satisfactorily acquired.

Each IHE will need to determine its own degree and kind of involvement with the above issues. Divisions of student affairs, in turn, will define their roles in terms of the institution's commitment to nontraditional students. Regardless of the form that role takes, student affairs staff have a rich

opportunity to help nontraditional students achieve truly "first-class" status on their campuses. It is hoped divisions of student affairs will aggressively pursue that opportunity.

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THE EFFECTS OF MINORITY STUDENT RECRUITMENT AT HISTORICALLY WHITE INSTITUTIONS
ON ENROLLMENT PATTERNS AT HISTORICALLY BLACK INSTITUTIONS

by

Cleophus C. Hatcher*

In January of 1979 a survey instrument was mailed or delivered to the chief student affairs (or student development) officer at each of the sixteen constituent institutions which comprise The University of North Carolina. The survey instrument was designed to procure facts pertaining to two somewhat unrelated topics of interest to the writer and other student development officers. The first part of the survey instrument focused on career development and life planning programs and activities. Findings from this section of the instrument are reported on page . The second part of the survey solicited responses to three questions pertaining to minority student recruitment. The questions were:

1. What effects have minority student recruitment had on your enrollment problems?
2. What solutions would you recommend for alleviating these problems?
3. What solutions would you recommend for eliminating the problems through total institutional involvement?

The latter two questions are addressed in papers beginning on pages and . This report is limited to a presentation and analysis of responses to the first question only.

The survey instrument that was mailed or otherwise delivered to the sixteen institutions was returned by fourteen of the institutions. Of the fourteen responses received, twelve respondents answered the question pertaining to minority student recruitment. Three of these twelve institutions have predominantly Black student bodies and nine have predominantly non-Black student bodies. Statements made by the respondents were of sufficient uniqueness to warrant individual recording and reporting. Each statement is presented below in its entirety. Since minority recruitment refers to different students for the two categories of institutions, they are reported separately. Names of institutions are omitted.

Responses From Predominantly Black Institutions

1. Minority presence student recruitment has had a positive effect on our enrollment. There is a continuous increase in the number and percentage of such students on the campus. Their presence has assisted

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us in meeting our enrollment projections and in fulfilling our mission as a regional institution. We have been able to increase enrollment without a substantial increase in those services necessary for boarding students since our minority students are essentially commuters. Parking, a common problem for commuting students, represents the major problem created by the recruitment of minority students.

2. There has been a continuous increase in the minority enrollment, however, no serious problems have surfaced except as regards financing for transportation and payment of fees. Many of the minority students are mature adults and heads of households.
3. With reference to the affect minority recruitment (Whites) has had on this institution, the movement has greatly enhanced the image of the university. This has and is being manifested by the decreasing ease encountered in the White recruitment effort. The student body in general is positively encouraged and proud that their White counterparts have selected to matriculate for it implies that the quality of education here closely parallels that of others they could have chosen.

Responses From Predominantly Non-Black Institutions

1. There has been a gradual increase in minority enrollment. Substantial gains in undergraduate enrollment of minorities has been partially off-set by a decline in graduate minority enrollment.
2. Very little, it is difficult to recruit minorities in our area.
3. The need for improved minority recruitment at _____ required us to employ an additional staff person within the admissions office. After only one semester of attention specifically focused in this area, it is difficult to assess its effect on our enrollment.

We are still having difficulty attracting minority students but are hopeful that proposed projects will prove effective in alleviating this problem.

4. Secretary for minority affairs in the Student Government Association and Admissions Office personnel have cooperated in the recruitment of minority students and therefore, problems have been limited.
5. In terms of overall enrollment, The University is progressing admirably. The recruitment of minority students hasn't progressed as well. Black student enrollment has increased from 65 in the fall of '71 to 266 in the fall

of '78. This is a substantial increase in total numbers, but with the new HEW guidelines the percentage increase is the key factor. Total numbers I'm sure will continue to increase but the percentage increase, which is the key factor in compliance may pose a more serious problem.

6. This fall, 1978, all dormitory rooms were full and study room utilized for housing early in the summer. Since many minority students decided late in the year to attend college, closed housing strikes them hardest. This of course means that not as many minority students as desired can be recruited.

Many minority students are recruited through the Special Services Program for disadvantaged youth. Since these students do not meet our minimum requirements, remediation is necessary. This taxes not only Special Services, but also the staffs of those courses taken by freshmen.

7. None, to the best of my knowledge. Our enrollment has shown a steady increase for the past several years and the minority population has had a similar growth pattern. Our minority presence enrollment percentage is probably the highest in the UNC system. Our fall minority group student enrollment of _____, represented 12.7 per cent of our total student population.
8. Due to our geographical location and excellent recruitment program, we have not experienced any problems in minority student recruitment.
9. As a direct result of the increase in minority recruitment efforts, Black enrollment of new students at _____ has shown a marked increase.

In summary, it can be seen that the predominantly Black institutions are experiencing no enrollment problems as a result of their minority recruitment efforts. The problems experienced by the minority students are common to all students who attend urban universities and/or have heavy job and family responsibilities. The institutions are unanimous in their presentation of positive benefits derived from minority student enrollment. The predominantly Black colleges did not report any adverse enrollment as a result of the recruitment of Black students by White universities, or vice-versa.

With one exception, the predominantly White institutions identified no problems derived from minority recruitment efforts. The predominant concern appears to be their lack of success or predicted success regarding their ability to significantly increase the minority enrollment on the respective campuses.

Positive attitudes, and newly implemented and/or to be developed efforts, programs, and techniques will insure that the institutions will grow more alike than ever before as they successfully become increasingly multi-cultured, multi-racial, and hence, greater centers of learning for the citizens of North Carolina and America.

CURRENT STATUS OF CAREER DEVELOPMENT: LIFE PLANNING PROGRAMS AT THE CONSTITUENT
INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

by

Cleophus C. Hatcher*

A survey instrument was mailed to the chief student affairs (or student development) officers at fifteen of the constituent institutions of The University of North Carolina. In addition, the instrument was completed on the campus of Fayetteville State University. The purpose of the survey was to determine:

1. Activities provided for career development on the sixteen campuses.
2. Activities provided for life planning on the sixteen campuses.
3. Staffing patterns and staff deployment and utilization on the sixteen campuses.
4. Funding for personnel assigned to career development and life planning activities and programs.

The survey instrument was mailed on January 15, 1979. Forty days later, responses had been received from fourteen of the institutions. This presentation is based upon the responses received from those fourteen institutions.

For reporting purposes, the institutions have been classified in four ways: (1) according to enrollment; (2) according to highest degree granted; (3) according to location in a rural or an urban environment; and (4) according to whether they are predominantly Black or predominantly non-Black institutions.

Overall summary data for the responses of the fourteen responding institutions are presented. Also, comparative data are presented based upon the four categorical variables.

The question, "What activities are provided for career development?", elicited a wide variety of responses. Some institutions included with their responses flyers, brochures, and workshop materials. Table I lists all activities reported and the number of institutions that sponsor each activity.

An examination of Table I shows that twenty-four activities were identified. This number of activities was reported by the fourteen responding institutions. Considerable difficulty was encountered in determining whether an activity at one institution constituted a reasonable facsimile of one at one or more other institutions. After careful examination of each response, however, the combinations and single entries that comprise Table I were included.

The average number of career development activities for the fourteen institutions was found to be 6.4 per institution. The largest number of activities recorded for a single institution was ten (N=2); the smallest number was four (N=2).

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TABLE I

'LAUNDRY LIST' OF CAREER DEVELOPMENT

ACTIVITIES SPONSORED BY THE

CONSTITUENT INSTITUTIONS

OF THE UNIVERSITY

OF

NORTH CAROLINA

(N=14)

Item No.	Career Development Activity Sponsored	No. of Institutions Reporting the Activity
1.	Career exploration groups in dormitories	5
2.	Faculty emphasis in the classroom	4
3.	Humanities course with career/jobs unit	1
4.	Career awareness week	2
5.	Program to help students identify career options	5
6.	New careers for women program	1
7.	Program to help students "center" on a career	3
8.	Pre-career experience programs-intern information	4
9.	Workshop for minorities on education/occupation	3
10.	Workshop for minorities on job-seeking strategies	3
11.	Workshop for minorities on resume design	3
12.	Workshop for minorities on interviewing tactics	3
13.	Maintenance of career library	5
14.	Individual and group counseling	7
15.	Alumni career day/seminars	2
16.	Graduate school day	1
17.	Career day	4
18.	Life and career planning courses	3
19.	Career decision course for juniors and seniors	2
20.	Career workshops and seminars	8
21.	Classroom visitation by career/placement office	2
22.	Testing	4
23.	Interviews by visiting prospective employers	14
24.	Career assistance program - peer counseling and referrals	1
TOTAL		90
AVERAGE		6.4

The experience of reviewing the survey instruments and other materials received from the fourteen responding institutions led the investigator to suspect that the following assumptive statements are true:

- (a) Some institutions failed to report all of the career development activities they sponsor.
- (b) All of the fourteen reporting institutions provide individual and group counseling for the purpose of assisting students in career selection and job placement.

The fourteen institutions were placed in four categories according to total head-count enrollment and compared to determine whether institutional size is a factor related to the quantity of career counseling activities sponsored by the institutions. The findings of this analysis comprise Table II. The four enrollment categories were (A) enrollments in excess of 15,000, (B) enrollments of at least 5,500 but less than 9,000, (C) enrollments of at least 2,200 but not more than 5,000, and (D) enrollments of from 600 students to 2,100 students. The number of institutions in the four categories are 2, 4, 2, and 6 respectively.

TABLE II
AVERAGE NUMBER OF CAREER DEVELOPMENT ACTIVITIES BY SIZE OF INSTITUTION

Institution Size Category (Enrollment)	Number of Institutions In Each Category	Aggregate Total Number of Activities	Average Number of Activities
(A) More than 15,000	2	19	9.5
(B) 5,500 - 9,000	4	27	6.8
(C) 2,200 - 5,000	2	10	5.0
(D) 600 - 2,100	6	34	5.7
TOTALS	14	90	6.4

The average number of career development activities for the two institutions in category A was 9.5, for category B 6.8, for category C 5.0, and for category D (the smallest institutions) 5.7. The smallest group of institutions sponsor a slightly higher average number of career development activities than institutions in the next size category. And there appears to be little or no real difference between and among institutions with enrollments of less than 5,000 students with respect to the institutional size variable.

Institutional size does appear to be positively correlated with the quantity of career development activities sponsored by the institutions. Combining categories C and D into a group with enrollments of less than 5,000 students would reveal that such institutions sponsor an average of approximately six activities each. Institutions with enrollments in the 5,000 - 10,000 student-group sponsor an approximate average of seven such activities, and the largest institutions sponsor an approximate average of ten career development activities each.

Table III was used to report comparative data according to the highest degree awarded by the fourteen institutions. Three of the institutions confer the doctorate degree, six confer the master's degree (including one which has a specialist's degree), and five confer the bachelor's degree.

TABLE III
AVERAGE NUMBER OF CAREER DEVELOPMENT ACTIVITIES BY LEVEL OF INSTITUTION

Level of Institution	Number of Institutions Included	Aggregate Total of Activities	Average Number of Activities
(A) Doctoral	3	28	9.3
(B) Master*	6	34	5.7
(C) Bachelor	5	28	5.6
TOTALS	14	90	6.4

*Includes Specialist Degree Institution(s).

It was found that institutions that grant the doctor's degree sponsor a greater average number of career development activities than the other institutions. The average number of activities sponsored by these three institutions is 9.3. The six master's level institutions sponsor an average of 3.6 fewer activities than the doctoral level institutions, and only a slightly greater number than the five bachelor's degree level institutions. The master's level institutions sponsor an average of 5.7 activities each and the bacehlor's level institutions sponsor an average of 5.6 activities each.

Whether a particular institution is located in an urban or a rural area may be highly debatable. The designation of four of the institutions as rurally located and twelve as urban is generally acceptable by geographers and others having various concerns and interests in such designations. Responses were received from all four of the institutions designated rural and from ten of the institutions designated urban.

The questions of accessibility via airlines, railroads, buses, and automobiles, and the accessibility of local industry, commerce and business, and other career opportunities are too complex to involve in a discussion of this nature. Therefore, the question as to whether urban institutions offer more career development activities for their students than rural institutions was approached without an attempt to predict, justify, or interpret the findings.

Table IV is a grouping of data which reveals that the four rural institutions sponsor an average of 5.2 career development activities each, and the ten urban institutions sponsor an average of 6.9 activities each. Urban institutions sponsor an average of 1.7 or 2 more activities each than the rural institutions.

The fourteen respondents included three institutions which are considered to have predominantly Black student bodies, and eleven institutions with predominantly non-Black student bodies. A comparison was made between the two groups of institutions to determine if one group provided more career development

opportunities than the other. The findings from this comparison are reported in Table V.

TABLE IV
AVERAGE NUMBER OF CAREER DEVELOPMENT ACTIVITIES BY LOCATION OF INSTITUTION
(RURAL - URBAN)

Location of Institution	Number of Institutions	Aggregate Total of Activities	Average Number of Activities
Rural	4	21	5.2
Urban	10	69	6.9
TOTALS	14	90	6.4

Table V shows that the three predominantly Black institutions sponsor an average of 6.3 career development activities each and that the predominantly non-Black institutions sponsor an average 6.4 career development activities each. The differences are arithmetically insignificant.

TABLE V
AVERAGE NUMBER OF CAREER DEVELOPMENT ACTIVITIES BY RACIAL COMPOSITION OF INSTITUTION

Majority Race of Students	Number of Institutions in Each Category	Aggregate Total No. of Activities	Average No. of Activities
Black	3	19	6.3
Non-Black	11	71	6.4
TOTALS	14	90	6.4

In summary, larger institutions which grant higher level degrees, are located in urban areas, and have a majority of non-Blacks enrolled, sponsor more career development activities than other institutions. Findings indicated that the small institutions sponsor slightly more activities than those in the next size category. It should be noted, however, that there were exceptions in all cases with respect to individual institutions and that many differences were marginal.

In view of these limitations and the assumptive statements made earlier, these findings are nonconclusive.

The second question concerned with activities for career development asked the respondents, "How and what activities would you recommend for a more effective career development program?"

A number of ways, means, and recommendations were duplications of activities listed as ongoing at one or more of the fourteen institutions (see Table I). These activities are not presented here as recommendations. Table VI is a composite listings of ways, means, and/or recommendations made by the respondents. The total number of entries is twenty-one.

The most popular recommendation was that the academic faculty be involved in the planning and implementation of the career development programs at the constituent institutions. Other strong recommendations centered on the offering of more programs and services for freshmen and sophomore students, the employment of career counseling specialists or additional career-emphasis training for present staff persons, and the improvement of current program efforts.

LIFE PLANNING PROGRAMS

Some of the responding institutions did not differentiate between "life planning" activities and "career development" activities. The activities provided for students were considered to be intertwined and virtually synonymous. Of the fourteen responding institutions, seven did not identify any additional activities, and seven did. Among the life planning activities identified were a few of the activities previously listed among the twenty-four items in Table I, as career development activities.

Table VII is a listing of the life planning activities sponsored by the fourteen institutions as reported by the seven institutions that saw them as different from (and/or in addition to) career development activities. Activities previously listed are not included.

Table VII includes nineteen life planning activities and, with the exception of one activity, each activity was unique to a single institution.

To the question "What activities would you recommend to make life planning a more viable area?", only two institutions gave responses that were considered to be significantly different from those listed in Table VI.

The recommendations were:

- (a) A basic studies course such as "Introduction to Life Planning."
- (b) Workshops on self-actualization and job survival.

In summary, it can be said that the responding institutions have developed a "gourmet's smorgasbord" of activities that can enhance, enrich, and help student to achieve their full potentials as individuals and in their lives and careers. A number of suggestions have been made for enhancing current programs and activities and for expanding programs and activities. The extent to which programs are able to maintain their present qualitative and quantitative levels and/or expand and improve will depend upon staffing and funding.

STAFFING PATTERNS: FUNDING

An effort was made to place the answers from questions three and four (concerned with staffing and funding) in chart or table form. However, the data

TABLE VI

RECOMMENDED WAYS, MEANS, ACTIVITIES, FOR A MORE EFFECTIVE CAREER DEVELOPMENT
 PROGRAM
 (N=21)

Item No.	Recommendation	Frequency
1.	More activities for/with freshmen and sophomore students	3
2.	More involvement of the faculty-staff in career-related activities	5
3.	Acquisition of a specialized career counselor/activity developer	3
4.	Develop and participate in business/industry faculty exchange	1
5.	Assist interested faculty-staff in acquiring summer internships	1
6.	Hire a career counselor who would counsel student referrals	1
7.	Develop and maintain an effective placement program	1
8.	Develop and implement more efficient ways of identifying students who need career place assistance	1
9.	Additional funds for development of career library materials	1
10.	Encourage counseling staff to upgrade their training in career development/life planning	1
11.	Enlarge and develop the literature and material resources available to students in cooperation with the library	1
12.	Improve the quality and outreach of current activities	3
13.	Generate more faculty and administrative awareness of the need for improved career development programs - seek more funding	1
14.	Seek more funding from the general administration for career development and placement at all 16 institutions	1
15.	Make the North Carolina Legislature aware of the need for additional funding	1

TABLE VI (cont'd)

Item No.	Recommendation	Frequency
16.	Improve communications to off-campus students	1
17.	Seek to have more emphasis placed on guidance career awareness, decision-making, and character building in the public schools	1
18.	Increased development and utilization of alumni as a career resource network	1
19.	Increased publicity and hence increased visibility and awareness on the part of students, faculty, and alumni of current activities	1
20.	Increased utilization of audio-visual materials, including computers	1
21.	Full-time staff and office for career internship programs for students	1
AGGREGATE TOTAL		31

TABLE VII
 "LAUNDRY LIST" OF LIFE PLANNING ACTIVITIES SPONSORED BY THE CONSTITUENT
 INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA
 (N=7)

Item	Life Planning Activity Sponsored	No. of Institutions Reporting the Activity
1.	Group program designed to help students to learn how to use others for support - also helps students to deal with past events that keep them from feeling good about themselves and others.	1
2.	Group program designed to help students overcome test anxiety.	1
3.	Group program designed to help students with weight control: eating behaviors, exercise, nutrition education.	1
4.	Group program designed to help students become better speakers through anxiety - reduction techniques and skill building.	1
5.	Life planning group program designed to help older students perform exploration and reevaluation of where they are and where they want to go.	2
6.	Group program designed to help minority students develop test familiarity and sophistication for standardized tests and testing formats.	1
7.	Group program designed to help minority students in selecting a graduate school.	1
8.	Dormitory programs for life planning (unspecified).	1
9.	Counseling center services (unspecified).	1
10.	Orientation classes for freshmen and new students.	1
11.	Programs designed to help high school students develop job-seeking and other apprentice skills - to make academic and career decisions.	1
12.	Personal and vocational counseling by the department of testing, counseling, and advising.	1

TABLE VII (cont'd)

Item	Life Planning Activity Sponsored	No. of Institutions Reporting the Activity
13.	Assertive training.	1
14.	Interpersonal relationship groups.	1
15.	Transactional analysis.	1
16.	Peer counseling for high-risk students.	1
17.	Living - learning workshops on current issues such as drugs, alcohol, abortion, and birth control.	1
18.	Special services program.	1
19.	Health manpower program	1
	TOTAL	20

suggested that there was no meaningful way to report the responses in that manner. Some of the reasons for this are:

- (a) Some respondents included their clerical staff persons in their total staff figure;
- (b) Some did not specify the number of part-time staff persons assisting in programs;
- (c) Some did not differentiate between personnel in career planning and those in life planning;
- (d) Some programs employ outside part-time counselors;
- (e) Some programs train and utilize graduate students in their programs; and
- (f) Other uncertainties.

Despite the above cited inconsistencies, the lack of clarity with respect to the data, some general findings do have sufficient validity for objective reporting. First, it can be factually stated that:

- 1. The number of full-time professional staff positions for career counseling and life planning combined at the fourteen responding institutions varied from zero to nine. It should be noted, however, that one institution, which included its residence hall counselors, reported twenty-one full-time professionals.
- 2. The majority of the fourteen institution (eight) did not report the use of part-time personnel in their programs. However, those that did report such personnel usage reported up to a total of twenty-one such persons.
- 3. Career development and life planning programs are state financed.
- 4. The majority of the fourteen institutions reported fewer than four full-time professional personnel assigned to career development and life planning combined.

In conclusion, it can be said that career development and life planning programs at the constituent institutions of The University of North Carolina show great diversity in their breadth and depth. Some institutions provide what might be termed as minimal services while others have expansive programs and services.

For the most part, it appears that all of the institutions operate with minimum funding of professional staff positions. An important factor in institutions' ability to offer a variety of programs and services appears to be directly related to several other factors, at least to some extent. These factors are:

- 1. The innovative uses they make of community human resources;
- 2. The job expectations and level of planning, and the extent to which residence hall personnel are involved in the totality of their programs and services.

3. The creative and effective utilization of peer counselors;
4. The availability of graduate students in residence who can be trained to serve in workshops, seminars, and other roles; and
5. The extent to which the academic faculties and other administrative and staff persons have been successfully recruited to assist in career development and life planning activities.

APPENDICES

Survey/Student Affairs
Evaluation Methods,
The University of
North Carolina

RESPONDING INSTITUTION

Describe briefly methods used in evaluating Student Affairs staffers at your institution (explain what is done, how often and by whom. Feel free to attach additional sheets).

NOTE: If you think it appropriate, we would like to share your form(s) at the Wilmington meeting. Please enclose one (1) copy of each for duplication.

Return all information to:

Student Affairs Office
Winston-Salem State University
Winston-Salem, North Carolina 27102

East Carolina University
EMPLOYEE PERFORMANCE EVALUATION
 Annual Report

APPENDIX B

TYPE OR USE BALL POINT PEN

SECTION I

Name _____ Position Number _____
 Department _____ Classification _____
 If the report covers a period less than 12 months, please indicate the period covered: _____

SECTION II Please evaluate each factor based upon a summation of the subfactors given below. The supervisor should delete and initial any subfactor not considered an essential requirement of the job. If the supervisor prefers to give a narrative written report in lieu of the factor/subfactor ranking, this may be done by providing specific details on an original plus three copies for attachment to this report.

FACTOR (Check one block for each factor and subfactor.)

I.	Job Knowledge	Needs Improvement	Satisfactory	More than Satisfactory
1.	1. Knowledgeable of procedures, policies, and laws governing power of arrest 2. Understands the assigned duties and responsibilities 3. Follows instructions and satisfactorily performs assigned work 4. Has supervisory potential or effectively supervises others	_____	_____	_____
	Overall Job Knowledge	_____	_____	_____
II.	Quality and Quantity of Work	_____	_____	_____
1.	1. Is a dependable and reliable worker 2. Is thorough in performing investigative tasks 3. Prepares clear and concise traffic and criminal reports 4. Utilizes police training effectively 5. Strives for self-improvement	_____	_____	_____
	Overall Quality and Quantity of Work	_____	_____	_____
III.	Work Habits	_____	_____	_____
1.	1. Properly uses and cares for State equipment in their possession 2. Observes work rules, policies, and procedures 3. Reports for work on time and/or leaves on time 4. Properly observes annual, sick, and petty leave policy	_____	_____	_____
	Overall work habits	_____	_____	_____
IV.	Attitude and Initiative	_____	_____	_____
1.	1. Has a cooperative attitude at work 2. Is loyal and conscientious in performance of duties 3. Accepts constructive criticism	_____	_____	_____
	Overall attitude and initiative	_____	_____	_____
V.	Judgment	_____	_____	_____
1.	1. Exercises sound and mature judgment in performance of routine duties 2. Recognizes unusual problems and seeks assistance as needed 3. Reacts favorably in the handling of on-the-job crises 4. Demonstrates wisdom in decision making roles	_____	_____	_____
	Overall Judgment	_____	_____	_____
VI.	Employee Relations and/or Public Contact	_____	_____	_____
1.	1. Works well with co-workers 2. Deals effectively with general public 3. Displays tact, friendliness, and courtesy towards other people 4. Possesses a well-groomed appearance	_____	_____	_____
	Overall Employee Relationship	_____	_____	_____

SECTION III (Remarks) Supervisor's Comments: shall include statement of employee's major strengths and weaknesses.

(If additional space is required - attach original and 3 copies to this form)

SECTION IV Based upon the evaluation for each of the six factors, indicate how well you consider the employee performed for meeting the job requirements. The greatest weight should be given to those factors more essential to successful performance of the job.

Overall Performance: Unsatisfactory Satisfactory
 Needs Improvement More Than Satisfactory

SECTION V Employee Comments: The supervisor will give the employee an opportunity to write in this section any comments that he or she would like to make pertaining to the evaluation.

(If additional space is required - attach original and 3 copies to this form)

SECTION VI

Signature of Immediate Supervisor _____ Date _____

Employee's Signature _____ Date _____

NOTE: The employee's signature does not necessarily imply agreement with the evaluation report.
 It does indicate that a performance evaluation interview with the employee has been held.

Department/Division Head's Signature _____ Date _____

DISTRIBUTION: White Copy — Personnel Department, Canary Copy — Supervisor, Pink Copy — Employee, Goldenrod Copy — Division Head.

PERFORMANCE EVALUATION RECORD
 (Staff up to Grade 62)

NAME: _____ RATING PERIOD: _____

DIVISION: _____ PROBATIONARY REVIEW

POSITION: _____ ANNUAL REVIEW

SUPERVISOR: _____ OTHER: _____

NOTE: Before completing this form, read the instructions on the back and the Performance Evaluation policies of the University.

	Out-standing	Above Satisfactory	Satisfactory	Conditional	Unsatisfactory
Quality of Work					
Quantity of Work					
Attitude					
Ability					
Compatibility					
Attendance					
Appearance					
Initiative					
Personality					
Loyalty-Sincerity					
Overall Rating					

Remarks: _____

Recommended Action:

Continued Service Yes No Merit Increase Yes No

Evaluating Supervisor	Date	Employee	Date
		(I have read the above evaluation and discussed it with my supervisor.)	

Division Director	Date	Personnel Officer	Date

NOTICE: Your performance evaluation is a strictly private matter between you and your employer. It is unnecessary and inadvisable to discuss your evaluation with other employees.

INSTRUCTIONS

I. GENERAL INSTRUCTIONS

- A. Before evaluating the employee on the reverse side, read the following instructions and the University's policy on Employee Performance Evaluation.
- B. Choose a quiet place where you can work without interruption.
- C. Rate each individual carefully and avoid rating all employees as "satisfactory."
- D. Do not allow one aspect of an employee's performance to influence the entire evaluation.
- E. Complete all copies of the evaluation record and promptly return the original to the Personnel Director. One copy is to be retained by the employee.
- F. Upon review and approval, the original copy will be placed in the personnel file.

II. DEFINITIONS

A. Overall Ratings

1. UNSATISFACTORY - An employee who fails considerably in meeting the minimum performance standards of his position.
2. CONDITIONAL - An employee who does not completely and satisfactorily meet the performance standards of his position.
3. SATISFACTORY - An employee who fully meets the performance standards of his position.
4. ABOVE SATISFACTORY - An employee whose performance has been above the standard performance requirements of his position.
5. OUTSTANDING - An employee whose performance is highly satisfactory and considerably above the performance standards of his position.

B. Rating Factors

1. QUALITY OF WORK - The degree of accuracy, completeness and neatness with which the employee performs his duties.
2. QUANTITY OF WORK - The amount of work performed in relation to the given work standard for the position.
3. ATTITUDE - The employee's feeling toward his job, fellow employees, his supervisor, his division and the office as a whole.
4. ABILITY - The employee's overall knowledge of the subject matter of his position, and the skills required to complete his responsibilities.
5. COMPATIBILITY - The ability to get along with others.
6. ATTENDANCE - Actual attendance and punctuality in reporting on the job.
7. APPEARANCE - Overall appearance of the employee in regard to nature of work performed.
8. INITIATIVE - The ability and desire to perform duties above and beyond the normal or expected requirements.
9. PERSONALITY - The employee's behavior, habits, emotions, character and social traits.
10. LOYALTY-SINCERITY - The employee's faithfulness and honesty in performance of duties and to the office.

**PERFORMANCE EVALUATION
FAYETTEVILLE STATE UNIVERSITY**

Administrators

NAME: _____ SOC. SEC. NO.: _____

DEPARTMENT: _____ DATE: _____

BEFORE BEGINNING THE EVALUATION, CAREFULLY STUDY THESE INSTRUCTIONS.

This formal Performance Evaluation is to be prepared at least once each year, and should be based on performance throughout the year. After familiarizing yourself with descriptions of ratings as given below, indicate for each section the rating you consider most appropriate. Please note that "Good" is the typical or normal rating describing completely satisfactory work. Any rating you assign above or below "Good" must be supported by written comment in terms of examples, incidents or comparisons which illustrate why the higher or lower rating was assigned.

After the evaluator has completed items 1 through 9, an interview must be held with the administrator. The evaluator and the administrator sign the form at the bottom of page 3. The form will then be forwarded to the Personnel Office for inclusion in the administrator's personnel file.

For items 1 through 7, rate performance by placing a check in the appropriate box. Refer to the following descriptions in assigning ratings:

OUTSTANDING:

Outstanding indicates extraordinarily high performance leaving little, if anything, to be desired. The individual performed in a clearly outstanding manner in both quality and quantity. Performance is consistently above requirements of the classification. Very little, if any, supervision or guidance is required in daily work. Outstanding persons should meet the ideal requirement for the classification.

VERY GOOD:

Performance is high. Works very well with a minimum of supervision. Individuals in this category approach meeting the ideal requirements for the level at which work was performed.

GOOD:

The individual rated good meets the reasonable and usual expectations for assignments. Work is completed in a satisfactory manner.

NEEDS IMPROVEMENT:

This rating indicates that assignments and responsibilities are not being handled as well as desired. Improvement is required to qualify for satisfactory performance of duties. Needed improvements may be due to lack of experience, talent, enthusiasm or training.

NOT APPLICABLE:

Check not applicable if the item is one which is not observable in the position.

1. Professional Knowledge: To what degree has the administrator developed expertise in his specific performance area? Does he keep current on new developments in his field?

Evaluator's Rating	Outstanding	Very Good	Good	Needs Improvement	Not Applicable

Administrator's Comments: _____

Evaluator's Comments: _____

2. Results: Is work organized and completed accurately and on time? To what extent does he apply technical knowledge to his work performance? Are his results effective? Does he get things done?

Evaluator's Rating	Outstanding	Very Good	Good	Needs Improvement	Not Applicable

Administrator's Comments: _____

Evaluator's Comments: _____

3. Judgment: How well does the administrator recognize problems, develop relevant facts, propose alternate solutions and decide on appropriate action? How well does he set priorities on work to be accomplished?

Evaluator's Rating	Outstanding	Very Good	Good	Needs Improvement	Not Applicable

Administrator's Comments: _____

Evaluator's Comments: _____

4. Personnel Development: How well does the administrator counsel and advise his subordinates? To what extent are they guided and directed to improve their professional competence, skill and technical ability?

Evaluator's Rating	Outstanding	Very Good	Good	Needs Improvement	Not Applicable

Administrator's Comments: _____

Evaluator's Comments: _____

5. University Relationships: Has the administrator established effective relations with users of his services? Is he responsive to user needs? Is his advice and counsel sought by other University administrators?

Evaluator's Rating	Outstanding	Very Good	Good	Needs Improvement	Not Applicable

Administrator's Comments: _____

Evaluator's Comments: _____

6. Improvement and Innovations: To what extent has the administrator improved or expanded operations, new techniques, methods, or procedures? What new ideas have been offered and accepted?

Evaluator's Rating	Outstanding	Very Good	Good	Needs Improvement	Not Applicable

Administrator's Comments: _____

Evaluator's Comments: _____

7. Communications: Effectiveness of letters, memoranda and other forms of written communication? Effectiveness as a speaker? Is he able to sell ideas, win acceptance of proposals, etc.?

Evaluator's Rating	Outstanding	Very Good	Good	Needs Improvement	Not Applicable

Administrator's Comments: _____

Evaluator's Comments: _____

8. Specific performance achievements during the past year:

Administrator: _____

Evaluator's Appraisal: _____

9. Evaluator's Overall Comments: _____

10. Recommended for a Salary Increase: _____ Yes _____ No

Administrator's Signature

Evaluator's Signature

Date

Date

1/26/77

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY
Greensboro

STAFF EVALUATION
DIVISION OF STUDENT AFFAIRS

Area _____

Employee's Name _____ Classification _____

INSTRUCTIONS: Evaluate the performance of each staff member by checking the appropriate box.

C R I T E R I A

PERSONAL

	Unsatisfactory	Satisfactory	Excellent	Superior
Personal appearance				
Personality-congeniality				
Physical fitness and health				
Emotional stability-stamina				
Tact				
Sociability				
Leadership				
Conduct				
Moral courage				
Self-discipline				
Generosity				
Self-improvement				
Resourcefulness				
Self-sufficiency				
Sense of value judgment				

PERFORMANCE

	Unsatisfactory	Satisfactory	Excellent	Superior
Quality of work - job performance				
Job knowledge - understanding - grasp of program				
Amenability to suggestions				
Participation				
Adaptability				
Decisiveness				
Integrity				
Ingenuity				
Judgment				
Loyalty				
Dedication to duty				
Accuracy				
Alertness				
Creativity				

Continued

PERFORMANCE continued

	Superior	Excellent	Satisfactory	Unsatisfactory
Attendance-promptness-punctuality-application of time				
Cooperativeness-ability to work with others				
Manages resources efficiently and economically				
Commands confidence and respect				
Expressive ability.				
Attitude toward supervision				
Dependability-responsibility-reliability				
Maintains attractive surroundings				
Initiative-enthusiasm				
Good rapport with students				
Quick follow-through.				
Ability to inspire others				

GENERAL

What is his single most outstanding qualification? Describe.

What is his weakest characteristics? Describe.

Is he representative of the position he holds?

In your judgment, what are his potentialities for professional growth and development?

Is employee recommended for continued employment?

____ Yes, without reservation.

____ Yes, under probationary conditions (explain).

____ No (explain).

Evaluated by _____
Signature _____

Date _____

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

Greensboro

OFFICE OF ACADEMIC AFFAIRS
FACULTY EVALUATION FORM

APPENDIX B (cont'd)

Name _____

Rank _____

Shool _____

Department _____

DIRECTIONS

Please complete statement - This faculty member is () Tenured / () Non-Tenured and has completed _____ years of service with the institution.

The Department Chairperson is asked to rate each full-time faculty member in the department by placing a check () in the appropriate box opposite the criteria.

CRITERIA	Not observed
	Not applicable
	Unsatisfactory
Marginal	
Average	
Above Average	
Superior	

CRITERIA

I. TEACHING PERFORMANCE

- A. Exhibits knowledge of subject matter
 - B. Makes effective use of teaching aids
 - C. Demonstrates skill in oral and written communication
 - D. Conducts effective student evaluations
 - E. Participates in departmental and interdepartmental activities

II. RESEARCH PERFORMANCE AND/OR PROFESSIONAL GROWTH

- A. Demonstrates ability to design and implement projects
 - B. Demonstrates ability to plan and implement funded research
 - C. Publishes research reports and other materials
 - D. Engages in professional growth
 - E. Participates in professional and learned societies

III. SERVICE TO THE UNIVERSITY AND COMMUNITY

- A. Contributes to student activities and programs
 - B. Contributes to University committee assignments
 - C. Contributes to administrative assignments
 - D. Contributes to programs to serve University clientele
 - E. Contributes to community (Outside the University)

COMMENTS AND RECOMMENDATIONS

Signed

Date

Department Head

Reviewed by

Date

Dean

North Carolina School of the Arts

PROBATIONARY EVALUATION QUESTIONNAIRE

Name of Employee _____ Department _____

Date of Evaluation _____ Supervisor _____

1. Has the performance of this employee been generally acceptable?

Yes ____ No ____ Improvement is needed in some areas ____.

2. In what area(s) does the employee demonstrate sufficient knowledge or mastery of the necessary job skills? (List specific areas such as ability to get along with the public, ability to do complete assignments with little or no supervision, ability to analyze problems and recommend concrete solutions, ability to type with few errors, etc.)
-
-

3. In what area(s) does the employee need improvement or show insufficient knowledge or mastery of the necessary job skills? (Be specific)
-
-

4. What are your recommendations to the employee to help improve his/her weaknesses?
-
-

5. Have you given the employee specific instructions or guidance (prior to this evaluation) regarding the proper use of time, methods, resources, techniques, procedures, etc. needed to perform the job properly?

- A. If so, what types of instructions or guidance have been provided and how did the employee respond?
-
-

B. If not, why? _____

6. Based on your efforts to help the employee adjust to and understand his/her responsibilities and duties, the employee should (circle one):
- a. Be made permanent
 - b. Have his/her probationary period extended for an additional _____ months.
 - c. Be terminated due to inadequate job performance.
 - *d. Be made permanent and have salary adjusted from probationary Step (P) to Step _____ of Pay Grade _____

Signature of Immediate Supervisor

Signature of Employee

Approved by _____
Dean or Department Head

*For employees hired at the Hiring Rate Only. Employees employed at or above Step 1 cannot have their salaries adjusted.

PEMBROKE STATE UNIVERSITY
EMPLOYEE EVALUATION RECORD

Employees Name _____ Classification _____ Work Unit _____

Evaluation Supervisor _____ (Please sign) Date _____

INSTRUCTIONS: This form is to assist you in giving a written appraisal of the employees under your supervision. You are asked to rate the employees on each of the traits listed at the left of the page. After each trait there is a line representing various degrees. Please rate the employee by checking at any place along the line above the description phrases that represents your judgment of him.

Quality of Work	Doubtful that quality is satisfactory	While not unsatisfactory, quality is not quite up to standard	Quality is quite satisfactory	Quality of work is superior to that of general run of employees	Quality of work is exceptionally high
				No chance to observe	

Volume of Work	Unusually high out-put	Turns out more work than general run of comparable employees	Average satisfactory out-put	Inclined to be slow	Insufficient out-put
				No chance to observe	

Capacity to develop	Future growth doubtful	Moderate development ahead	Shows promise	Very promising promotional material	Great future probable; should go far
				No chance to observe	

Initiative	Seeks and sets for himself additional tasks: highly ingenious	Resourceful; alert to opportunities for improvement of work	Does regular work without waiting for directions	Sometimes prodded	A routine worker: needs to be usually waits to be told	No chance to observe
Work Attitude	Extraordinarily enthusiastic about his work	Shows eager interest in work	Shows normal interest: all that is ordinarily expected	Sometimes appears indifferent	Goes about his work half-heartedly	No chance to observe
Attitude toward others	Inclined to be quarrelsome, surly, touchy or uncooperative; upsets morale	Sometimes difficult to work with	Normally tactful and obliging; self-controlled	Always congenial and cooperative	An unusual and strong force for office morale	No chance to observe
Knowledge of Work	Has remarkable mastery of all phases of his work	Thorough knowledge of practically all phases of his work	Adequate knowledge; Insufficient knowledge of some phases of job	Insufficient knowledge of some phases of job	Has not gained adequate comprehension of his work	No chance to observe
Application of time	Wastes time frequently	Sometimes wastes time	Normally uses time to good advantage	Almost always uses time to best advantage	Never wastes time	No chance to observe

Reliability	No chance to observe		
	Completely reliable, always carries out assignments	Very reliable in all undertakings	Can depend on most of the time

Punctuality	No chance to observe		
	Consistently late reporting	Cannot be depended upon to be punctual	Sometimes late reporting

COMMENTS:

PERFORMANCE EVALUATION - UNCC MANAGERS

NAME _____ SOC. SEC. NO. _____
 DEPARTMENT _____ DATE _____

BEFORE BEGINNING THE EVALUATION, CAREFULLY STUDY THESE INSTRUCTIONS.

This formal Performance Evaluation is to be prepared at least once each year, and should be based on performance throughout the year. After familiarizing yourself with descriptions of ratings as given below, indicate for each section the rating you consider most appropriate. Please note that "Good" is the typical or normal rating describing completely satisfactory work. Any rating you assign above or below "Good" must be supported by written comment in terms of examples, incidents or comparisons which illustrate why the higher or lower rating was assigned.

The manager completes a self evaluation by rating his performance and entering narrative comments in items 1 through 8. The evaluator subsequently records his ratings and comments for these same items. Additional sheets may be used if needed.

After the evaluator has completed items 1 through 9, an interview should be held with the manager. The evaluator and the manager sign the form at the bottom of Page 3. The form will then be forwarded through the respective Vice Chancellor to the Personnel Department for inclusion in the manager's personnel file.

For items 1 through 7, rate performance by placing a check in the appropriate box. Refer to the following descriptions in assigning ratings:

- | | |
|-------------------------------|---|
| <u>OUTSTANDING:</u> | Outstanding indicates extraordinarily high performance leaving little, if anything, to be desired. The individual performed in a clearly outstanding manner in both quality and quantity. Performance is consistently above requirements of the classification. Very little, if any, supervision or guidance is required in daily work. Outstanding persons should meet the ideal requirement for the classification. |
| <u>VERY GOOD:</u> | Performance is high. Works very well with a minimum of supervision. Individuals in this category approach meeting the ideal requirements for the level at which work was performed. |
| <u>GOOD:</u> | The individual rated good meets the reasonable and usual expectations for assignments. Work is completed in a satisfactory manner. |
| <u>NEEDS
IMPROVEMENT:</u> | This rating indicates that assignments and responsibilities are not being handled as well as desired. Improvement is required to qualify for satisfactory performance of duties. Needed improvements may be due to lack of experience, talent, enthusiasm or training. |
| <u>NOT
APPLICABLE:</u> | Check not applicable if the item is one which is not observable in the position. |

4. Personnel Development: How well does the manager counsel and advise his subordinates? To what extent are they guided and directed to improve their professional competence, skill and technical ability?

	Outstanding	Very Good	Good	Needs Improvement	Not Applicable
Self Evaluation					
Evaluator's Rating					

(Manager's Comments)

(Evaluator's Comments)

5. University Relationships: Has the manager established effective relations with users of his services? Is he responsive to user needs? Is his advice and counsel sought by other University managers?

	Outstanding	Very Good	Good	Needs Improvement	Not Applicable
Self Evaluation					
Evaluator's Rating					

(Manager's Comments)

(Evaluator's Comments)

6. Improvement and Innovations: To what extent has the manager improved or expanded operations? What new ideas have been offered and accepted? New techniques, methods or procedures?

	Outstanding	Very Good	Good	Needs Improvement	Not Applicable
Self Evaluation					
Evaluator's Rating					

(Manager's Comments)

(Evaluator's Comments)

7. Communications: Effectiveness of letters, memoranda and other forms of written communication? Effectiveness as a speaker? Is he able to sell ideas, win acceptance of proposals? etc.

	Outstanding	Very Good	Good	Needs Improvement	Not Applicable
Self Evaluation					
Evaluator's Rating					

(Manager's Comments)

(Evaluator's Comments)

8. Specific performance achievements during the past year:

Manager _____

Evaluator's Appraisal _____

9. Evaluator's overall comments: _____
-
-
-
-
-

Manager's
Signature _____

Date _____

Evaluator's
Signature _____

Vice Chancellor's Signature _____

WINSTON-SALEM STATE UNIVERSITY

WINSTON-SALEM, NORTH CAROLINA

APPENDIX B (cont'd)

Date _____

EMPLOYEE APPRAISAL FORM

Employee's Name _____ Classification _____

Department _____ Unit _____

DIRECTIONS — This Employee Appraisal Form is to be completed by _____ in order to grant annual salary increases to two-thirds (2/3) of all full-time permanent employees whose annual salary is at or above the middle of their salary ranges, but is below the maximum salary for their respective classification. This form is designed to help you appraise accurately the employees under your supervision in order to provide a sound basis for determining which employees will receive a merit increase. You are asked to use your own judgment and not to consult anyone in making your report.

You are asked to rate the above named employee on each of the several traits or qualities listed below. The descriptive phrases opposite the trait or quality are guideposts to help you appraise the employee. You rate the employee by placing a check () above the phrase that represents your judgment of him.

	()	()	()	()	()
QUALITY OF WORK	Work is seldom satisfactory; complete checking is required	Work is not quite up to desirable standards; makes frequent errors	Work is satisfactory; makes few errors	Work is very satisfactory; makes very few errors	Work is exceptionally satisfactory; makes practically no errors
VOLUME OF WORK	() Insufficient output	() Moderate output	() Satisfactory output	() Very good output	() Unusually high output
INITIATIVE	() No initiative; must be told what to do repeatedly	() Fair initiative; usually requires directions	() Good initiative; does regular work without waiting for directions	() Very good initiative; alert to opportunities for improvement of work	() Excellent initiative; usually goes beyond call of duty
ATTITUDE TOWARD OTHERS	() Attitude poor; quarrelsome, surly, touchy or uncooperative	() Attitude fair; sometimes difficult to work with; not tactful in dealing with others	() Attitude good; normally tactful and obliging; self-controlled	() Attitude very good always congenial, cooperative and helpful	() Attitude excellent; exceptionally cooperative and tactful in contact with others

	()	()	()	()	()
WORK ATTITUDE	Passive, goes about his work half-heartedly	Usually indifferent about his work	Normally interested in his work	Very interested in his work	Exceptionally enthusiastic about his work
	()	()	()	()	()
KNOWLEDGE OF WORK	Has not gained adequate comprehension of his work	Has insufficient knowledge of some phases of his work	Has adequate knowledge; knows work sufficiently well	Has thorough knowledge of practically all phases of his work	Has remarkable mastery of all phases of his work
	()	()	()	()	()
PUNCTUALITY	Seldom punctual; no regard for punctuality	Fairly punctual; consistently late three or four times weekly	Reasonably punctual; late in reporting to work one or two times weekly	Usually punctual; seldom late in reporting to work; unusual to report late	Always punctual; high regard for punctuality
	()	()	()	()	()
APPLICATION OF TIME	Poor concentration; works spasmodically; wastes time on personal matters	Fair concentration; finds it hard to settle down for work	Good concentration; starts to work with reasonable promptness; usually works steadily	Very good concentration; starts to work promptly; works very steadily	Excellent concentration; starts to work immediately; works continuously unless interrupted for a good reason
	()	()	()	()	()
RELIABILITY	Unreliable; may disappoint without valid reason	Fairly reliable; dependable when impressed with need to be so	Reliable; usually deserves confidence	Very reliable; always trustworthy	Exceptionally reliable; justifies implicit confidence

Do you recommend this employee for a merit increase? Yes () No ()

Please assign a separate number, in numerical sequence, to each employee under your supervision in the order of preference for a merit

increase _____

COMMENTS: _____

(Employees' Signature)

Rated by _____ (Signature)

Title _____

Date _____

Do not write in this space

Reviewed by _____ Rating _____

Date of last salary increase _____ Last year's rating _____

WINSTON-SALEM STATE UNIVERSITY
WINSTON-SALEM, NORTH CAROLINA

PERFORMANCE REVIEW
ADMINISTRATIVE PERSONNEL

Review Date

Position Title _____

Department, Division

Name _____

Length of service in present position: Years _____ Months _____

Employment Date

He was born in 1910 in a small town in the province of Sichuan, China. He grew up in a family of farmers and was exposed to traditional Chinese medicine from a young age. He studied under several masters of traditional Chinese medicine and eventually became a licensed practitioner. He moved to the United States in the 1950s and settled in California, where he opened a clinic and taught traditional Chinese medicine to many students. He was a respected member of the Chinese medical community and was known for his expertise in acupuncture and herbal medicine.

OVERALL APPRAISAL:

RECOMMENDATIONS:

Employee's Signature

Reviewer's Signature

Reviewer's Title

COPY OF SURVEY FORM

THIS INSTRUMENT IS DESIGNED TO SURVEY IDEAS FOR RECRUITMENT, RETENTION AND ASSIMILATION OF WHITE STUDENTS AT HISTORICALLY BLACK INSTITUTIONS

Please complete and return by March 15 to the Office of the Vice-Chancellor for Student Affairs, N. C. A & T State University, Greensboro, North Carolina 27411

RECRUITMENT

To what administrative office on your campus is the recruitment function assigned? _____

- A. To what chief administrative officer does the office report? _____
- B. List by titles and numbers the composition of the office staff.

<u>TITLE</u>	<u>NUMBER</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- C. Give titles and numbers of white office staffers.

<u>TITLE</u>	<u>NUMBER</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- D. What is the total amount budgeted for office operation for 1978-79: \$ _____; For recruitment alone: \$ _____.
- E. Recruitment travel done by (Check as appropriate)

- 1. Vehicle(s) specifically assigned to the office.
- 2. Vehicles made available by car pool upon request.
- 3. Private automobile.
- 4. Vehicle rental primarily for recruitment.
- 5. Assigned special-purpose vehicle.
- 6. Combination of: _____.

F. What recruitment travel scheme(s) best describes the approach to white student prospects:

1. Individual recruiter.
2. Staff-student team.
3. Staff-faculty team.
4. Staff-faculty-student team.
5. Other: _____.

Please list some ideas and incentive items or factors that attract white students to your institution, i.e., quality of academic programs; employment of white admissions counselors(s); special pamphlets, information, Radio/TV spot announcements. Of items listed, please place a check () before the three most productive items. FOR FURTHER LISTINGS, USE REVERSE SIDE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Please make general comments about your recruitment programs in terms of strengths, weaknesses or adequacy of institutional efforts to achieve enrollment goals, etc.

Identify the most crucial need/s for improving your recruitment. If these needs were met, what improvements would result?

RETENTION:

Please provide information requested in following table:

ENROLLMENT INFORMATION

Year	No. White Enrolled	Percentage of Total Enrollment	Number Housed On Campus		Number Commuting	
			Male	Female	Male	Female
1975						
1976						
1977						
1978						

1. As enrollment data shown each year in table above, may reflect increases or decreases, please identify and/or comment briefly on probable causal effects on retention or attrition.
2. List some ideas, efforts or programs your institution provides to retain or increase; or to decrease attrition among white students.

ASSIMILATION:

Listed below are some possible ideas which may facilitate satisfactory adjustment of white students to your institution. Please check the response which more likely expresses your institutions efforts to effect assimilation of these students.

SLIGHT
SOME
SUBSTANTIAL
OF VERY GREAT SIGNIFICANCE

Improve Residence Hall Accommodations

An improved racial climate on campus

Improved interpersonal relationship among white and black students

Encourage membership, representation of white students in all student organizations and in student government activities

Eradication of racial insensitivity and intolerance in classroom by students and faculty

Allocations of financial aid for white students

Encourage active participation in varsity and intramural sports as well as all campus student activities programs

Encourage the use of Union services and facilities

Special orientation program for all white students

Representation of white students on major university committees

Opportunities to recruit other white students

Improved Communication

OF NO SIGNIFICANCE
SLIGHT
SOME
SUBSTANTIAL
OF VERY GREAT SIGNIFICANCE

Provisions of white counselors and peer counselors

Encourage racial harmony and interaction in all areas of campus life

Please list or comment on any ideas your institution promotes to encourage assimilation. Are there problems or conflicts in this area? If so, please list or comment.

PROPOSED RULES

51265

§ 169.52 Application review criteria and use of review panels.

(a) The Commissioner appoints review panels to provide the Commissioner with comments on and recommended ratings for the applications. The Commissioner appoints separate panels to review applications from bachelor's degree-granting institutions and from junior and community colleges. The panels numerically rate each application assigned to them and provide the Commissioner with comments on each.

(b) A panel judges each application on the following criteria with points assigned to each criterion:

(1) The extent to which the application's mission and goals statement reflects the needs of its constituents. (15 points)

(2) The extent to which the applicant clearly states the objectives of the proposed activities. (5 points)

(3) The extent to which the size, scope, and duration of the proposed activities will contribute to the stated goals. (25 points)

(4) The extent to which any proposed cooperative arrangements will help achieve project objectives. (10 points)

(5) The extent to which the administration of the proposed program is adequate. (15 points)

(6) The extent to which evaluation procedures are adequate. (10 points)

(7) The extent to which a plan has been developed to ensure continuation of the proposed activities after the grant ends. (5 points)

(8) The extent to which the proposed cost of the project is reasonable and realistic. (15 points)

(20 U.S.C. 1051, 1054.)

§ 169.53 Rating for program priorities.

After considering the comments of the review panels and the ratings recommended by them the Commissioner assigns to each application an appropriate number of points for each criterion listed in paragraph (b) of § 169.52. The Commissioner considers further for selection only those applications that receive a rating of 50 or more points. Applications receiving 50 or more points under § 169.52 will be further rated on the extent to which the proposed activities will:

(a) Strengthen the academic program and provide a successful educa-

tional experience for low-income or minority students; (25 points)

(b) Contribute to the long term stability of the institution and overcome the circumstances that threaten survival; (25 points)

(c) Increase upward mobility for graduate and professional study; (10 points)

(d) Improve the institution's overall administrative capacity; (10 points) and

(e) Improve the applicant's management of Federal assistance programs, including student financial aid programs. (5 points)

In addition, the Commissioner may award up to 25 points for an application from an institution which has one or more of the following characteristics:

(1) The institution serves a particularly large percentage of low-income students.

(2) The institution provides a unique or particularly productive educational program for its students.

(3) The institution has, at present, particularly strong and effective management and administration of Federal programs and funds including Title III, and student assistance programs such as the Guaranteed Student Loan; the National Direct Student Loan; Basic Educational Opportunity Grants; Supplemental Education Opportunity Grants; College Work Study and State Students Incentive Grants Programs.

(4) The institution, because of its geographic location, provides access to students who otherwise might be unable to attend college.

(20 U.S.C. 1051, 1054.)

§ 169.54 Overall ranking and selection.

(a) The Commissioner totals the points each application received for general quality (§ 169.52) and for addressing program priorities (§ 169.53).

(b) The Commissioner then ranks the application on the basis of the total number of points it received. The Commissioner ranks applications from bachelor's degree-granting institutions separately from those from junior & community colleges.

(c) The Commissioner awards grants on the basis of the descending order in which applications are ranked.

(20 U.S.C. 1051, 1054.)

[FR Doc. 78-30331 Filed 11-1-78, 8:45 am]

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

APPLICATION FOR STRENGTHENING DEVELOPING INSTITUTIONS PROGRAM

(Authority: Title III, Higher Education Act, 1965, P.L. 89-329, as amended)

FORM APPROVED
O.M.B. NO. 51-R0986**PART III – INSTITUTIONAL MISSION**

(The narrative for this part should not exceed 30 pages)

A. SOURCES OF STUDENTS. (1) Describe the community (local, regional, or national) from which the institution secures its students. (2) Indicate sources providing a significant proportion of enrollment and areas having special needs that the institution serves. (3) Describe any major changes in these patterns over the past five years which affected the mission and goals of the institution. (Use statistical information only where pertinent, or where it may clarify interpretation.)

B. STUDENT CHARACTERISTICS. Use a columnar format to describe the current enrollment patterns (left column) and changes projected (right column) over the next five years. List specific characteristics in any type or category which significantly affect the institutional mission or enrollment pattern. Give the number of students or percent of enrollment where figures may clarify interpretation. Categories to consider include: (1) Sex, (2) Age, (3) Ethnic or nationality groups, (4) On-campus residents or commuters, (5) Employed full or part time, (6) Special needs, e.g., talents handicaps, requirements for special instruction, (7) Income levels, (8) Degree-seeking, non-degree, continuing education or non-credit enrollment, (9) Enrollment by curricular area or major field, and (10) Other factors which affect institutional planning, such as admissions standards and retention rates.

C. CAREER OPPORTUNITIES. (1) Identify the fields which students are being prepared for with emerging employment opportunities providing upward mobility or for graduate and professional study. (2) Describe how the institution assesses projected employment or career opportunities for its students and identifies changes anticipated in the job market. Identify any changes in these fields over the past five years.

D. CURRENT INSTITUTIONAL MISSION AND GOALS. State the current institutional mission and goals, taking into account the continuing or proposed future role of the college. "Mission" refers to the broad statement of fundamental purpose that embraces the social and intellectual aspirations of the institution and clearly distinguishes it from all other institutions. "Institutional goals" are logical extensions of the mission statement and address the major roles and functions of the institution in a more definitive and temporal framework.

E. DEVELOPMENT OF INSTITUTIONAL MISSION. Describe the process used to develop this mission, including how often the institution reviews its mission, which pertinent groups were involved, how long the current mission has been in effect, and major changes, if any, encompassed in the current mission as against the past mission(s). If changes in the institution's mission are anticipated, indicate the rationale for them and how these projected changes relate to student and community needs.

F. MISSION ATTAINMENT. Describe how the institution assesses mission attainment.

PART IV – PROGRAM NARRATIVE

The applicant must make a case for the activities it plans to undertake with SDIP funds. The program narrative must present an integrated program for institutional development, showing the relation of each proposed activity to ongoing programs and operation of the institution and to SDIP priorities. The program narrative describes and justifies the plan designed by the institution to advance its development, effect economies, and attain its mission during the grant period (*See Part III D. Current Institutional Mission and Goals*).

A. INTRODUCTION.

1. The applicant should describe the steps it has taken during the past three years: (a) to ensure its survival; and (b) to retain its institutional goals by carrying out activities to improve its instructional and administrative staffs, and student services. (This section should not exceed 15 pages.)

2. Describe procedures used to identify the problems and priorities addressed in this application. Include a summary of recommendations from the most recent institutional self-study.
(This section should not exceed 5 pages.)

B. ACTIVITY NARRATIVES. Individual activity narratives should not exceed 10 pages. For each activity proposed, the applicant must provide the information below:

1. Title
2. Rationale for Requesting Support. Identify the problem being addressed and the related institutional goal(s) and SDIP priority.
3. Specific Objectives. Activity objectives are vehicles for the implementation of the related institutional goals. Each objective should be measurable and outcome oriented.
4. Implementation Strategies. (a) Describe the strategies and procedures the institution plans to implement in order to achieve the objectives by answering these questions: What? How? Who? When? (b) Describe each cooperative arrangement in terms of the tasks to be performed and its contribution to achieving the activity objective(s) and institutional goal(s).

C. PROGRAM EVALUATION.

1. EVALUATION STRATEGY. Describe the procedures for formative and summative evaluation, both internal and external, to assess the effectiveness of the activities.

2. PERFORMANCE EVALUATION MEASURES (PEMs). For each activity, identify the performance evaluation measure(s) to be used to assess successful accomplishments of its objective(s). Each PEM should include the specific criteria for acceptable attainment of the objective and details about the measurement process.

D. ADMINISTRATIVE PROCEDURES.

1. PROGRAM ADMINISTRATION. State the policies and procedures for administration of the proposed program that will assure its effective and efficient operation. Attach an organizational chart showing how proposed activities will be integrated into the structure of the institution.

2. USE OF FEDERAL FUNDS. State the policies and procedures assuring that Federal funds received from SDIP and other programs are used to supplement institutional funds. *In no case shall monies from SDIP replace or supplant funds which would otherwise support such activities.*

3. FISCAL CONTROL. State those fiscal controls and accounting procedures which will be used by the institution to assure proper disbursement of, and accounting for, funds which may be made available through this program and other Federal programs including student assistance programs.

E. LETTERS OF COMMITMENT. Each participating institution and assisting institution or agency in a cooperative arrangement must submit a letter of commitment signed by the president (or designee) of the institution or agency to the coordinating institution of the cooperative arrangement. Each letter of commitment should demonstrate that:

- The application as submitted accurately reflects the terms of the cooperative arrangement.
- The institution or agency will carry out fully its part and purpose in implementing the program, if the request for Federal funds is granted and the cooperative agreement is consummated.
- The institution or agency will comply with Federal regulations applicable to the grantee institution, in particular Title VI of the Civil Rights Act of 1964, certified on Form HFW 441; and Title IX of the Education Amendments of 1972 (Public Law 92-318), certified on Form HFW 630. The institution or agency should confirm that it has the appropriate forms on





The University of North Carolina is comprised of sixteen constituent institutions.